

**THE EFFECT OF USING GIST STRATEGY TOWARD STUDENTS'
READING COMPREHENSION AT THE FIRST YEAR OF
STATE SENIOR HIGH SCHOOL
1 KAMPAR**



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PEKANBARU
1434 H/2013 M**

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A Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using GIST Strategy toward Students’ Reading Comprehension at the First Year Students of State Senior High School 1 Kampar*” is written by Aisyah Bella Hikmah. NIM. 10714000811. It has been accepted to be examined in the meeting of final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Aisyah Bella Hikmah

ABSTRAK

Aisyah Bella Hikmah (2013): Pengaruh Strategy GIST terhadap Pemahaman Bacaan Siswa Tahun Pertama di SMA N 1 Kampar

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa sulit memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Maka dari itu penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMAN 1 Kampar. Subjek dari penelitian ini adalah siswa tahun pertama SMAN 1 Kampar dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi GIST. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun Pertama. Keseluruhan dari jumlah populasi adalah 253 siswa. Di karenakan jumlah populasinya sangat banyak, peneliti menggunakan random sampling yang hanya mengambil dua kelas sebagai sample; X1 yang terdiri dari 30 siswa sebagai kelompok experiment, dan X2 yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan paired sample t test melalui manual.

Setelah data dianalisis, peneliti menemukan hasil analisis data t_{hitung} lebih besar dari t_{table} . Oleh karena itu, H_a diterima dan H_o ditolak. Artinya, penggunaan strategy GIST memiliki pengaruh yang baik terhadap pemahaman membaca siswa kelas X SMAN 1 Kampar.

ABSTRACT

Aisyah Bella Hikmah (2013) : The Effect of Using GIST Strategy toward Students' Reading Comprehension at the First Year Students of State Senior High School 1 Kampar.

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text, so the writer was interested in carrying out the research about this problem.

The research was administered at State Senior High School 1 Kampar. The subject of the research was the first year students of State Senior High School 1 kampar, and the object of this research was the effect of using GIST strategy. The design of this research was *Quasi-experimental* design.

The population of this research was all of the first year students. The total number of population was 253 students. Because the number of population was large, the researcher used random sampling by taking two classes as sample; X1 that consisted of 30 students as experimental group, and X2 that consisted of 30 students as control group, so the number of samples from two classes was 60 students. To analyze the data, the researcher adopted paired sample t-test formula by using manual.

After analyzing the data, the researcher found the result analyzing the data t_0 was higer than t_{table} . Therefore H_a is accepted and H_o is rejected. It means that using GIST strategy has given a better effect for students' reading comprehension the First Year Students of State Senior High School 1 Kampar.

أيشياه بيلا حكمة (2013): تأثير استراتيجيات غيس إلى فهم الطلاب على القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية كمبار.

بالأساس على الدراسة الأولية رأت الباحثة أن الطلاب لم يقدروا على فهم القراءة في الكتب الدراسية وتأتي هذه المشكلة بعد العوامل منها: يعصب الطلاب على فهم محتويات يقدرون على تعيين الاستعلامات من نصوص القراءة. لذلك تشوقت الباحثة في أداء هذه الدراسة عن المشكلات السابقة.

انعقدت الدراسة بالمدرسة المتوسطة العالية الحكومية كمبار. الموضوع في هذه الدراسة طلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية كمبار بينما الهدف في هذه الدراسة تأثير استراتيجيات غيس و نوع هذه الدراسة هي شبه التجربة.

الأفراد في هذه الدراسة جميع طلاب الصف الأول بقدر 253 فصلين اثنين للعينات نحو طالبا بطريقة عينة عشوائية من طلاب الصف الحادي عشر 30 لطلاب الصف الحادي عشر الثانية للفصل الضبط

فيها 30 طالبا و مجموع العينات في هذه الدراسة هي 60 طالبا. في تحليل البيانات استخدمت الباحثة زوج العينة ت الاختبار بطريقة يدوية.

بعد تحليل البيانات استنبطت الباحثة الاختبارات النتيجة كانت أكبر من نقد الجدول ت طت الباحثة أن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. أن هناك تأثير استراتيجيات غيس إلى فهم الطلاب على القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية كمبار

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CHAPTER 1

INTRODUCTION

A. The Background

In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is the important one. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Learning outcomes in this study are the result of reading comprehension.

According to Kalayo, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as reading newspaper and manual¹. It can help students to improve their knowledge, experience, and get much information from the written materials. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to be successful in their study.

According to Murcia, reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their

¹Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.2

own thought activities which can help them to analyze texts.² Based on the definition above, the writer can conclude that reading is a skill that presents the authors' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

Reading is one of skills that should be acquired by the students, especially in senior high school level. In order to accomplish the need of reading, School Based Curriculum (KTSP) for the first year students states the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text; descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review³. In this research, the writer focuses on the narrative text. In narrative text, the students should be able to identify main idea of the text, meaning word of the text, the reference, and make inference of the text. It means that the students should be able to comprehend the text and get the information from text.

State Senior High School 1 Kampar is one of the schools that has applied school based curriculum (KTSP). In syllabus, the students are taught reading and the passing score (KKM) is 70. Reading has been taught twice in a week with time duration 45 minutes. Based on KTSP, students of Senior High School should learn and comprehend some types or reading text before doing task, like in reading narrative text. The teacher has been teaching about narrative text but the

²Marianne Celce Murcia and Lois McIntosh, *Teaching English as Second or Foreign Language*. (Massachusetts: Newbury House Publishers Inc, 1979), p.200.

³Departemen Pendidikan Nasional, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*. (Jakarta: PT. Tiga Serangkai, 2006), p. 13

students still get difficulty to obtain minimum standard score. They have problem in reading comprehension. First, the students still have difficulties in identifying the main idea in paragraph, and then the students are not able to get information from the text, so the students cannot conclude the reading text correctly and the students are not able to find purpose of the text. In addition, the students are not able to answer the questions from the reading text. So, the students cheat to friends.

The implementation of teaching reading comprehension at State Senior High School 1 Kampar is implemented by giving the task to the students rather than reading the text. Before the activities are carried out, the teacher lecturing on information that is considered as critical issues is related to the students what to do. Reading activities are conducted from the beginning to the end of the text, if they do not understand about it, the reading will be repeated several times, and the next activity, students are asked to work on problems that had been prepared by teachers. Strategies used in learning are still monotonous.

Based on the writers, preliminary study in this school and observation, writer found some symptoms such as some of the students are difficult to comprehend the main idea of the reading text, some of students are not able to find out the factual information of the reading text, some of the students are not able to find the meaning of vocabulary in reading text, some of students are not able to identify references in reading text, and some of students are not able to make inference form the text.

In this case, teacher could modify their teaching especially in teaching reading and not always using the reading text of the students' text book. Teacher could use the strategy to make students easier to comprehend the text. To provide solution to these problems, the writer has found the suitable strategy to improve students' reading comprehension, called GIST strategy.

GIST stands for Generating Interactions between Schemata and Text. According Bonnie, GIST strategy is a strategy than can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage⁴. This strategy is useful to identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, help students remember what they read, and record a summary of the material they just read.

The goal of the GIST strategy is for students to list the main points of a passage and then to use it as an outline to write a summary statement in 15 words or less. It will improve reading comprehension as well as summary writing. When using GIST, students must delete trivial information, select key ideas, and generalize their own words, which are three major strategies necessary for comprehension and retention This strategy fosters comprehension by having students condense to summarize longer texts, allowing students to put concepts into their own words.

⁴Bonnie Vondracek, *GED Science Resource Guide*. (Virginia: E-learning Connections.Inc, 2005), p.20

The writer is interested in implementing this strategy to the first year students at state Senior High School 1 Kampar. Therefore, the writer is interested in conducting a research entitled “The Effect of Using GIST Strategy toward Students’ Reading Comprehension at the First Year of State Senior High School 1 Kampar”.

B. Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect is change that something or somebody causes in something or somebody else, or result. In this research, effect is defined as the writer’s identification of the result whether teaching English treated by using GIST strategy can give contribution toward students reading comprehension or not.
2. GIST (Generating Interaction between Schemata and Text) Strategy is a summarization strategy that will improve students’ abilities to comprehend and summarize the gist or main idea of paragraphs⁵. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading. In this research GIST strategy is a strategy used by the writer to know its effectiveness toward students’ reading comprehension of the first year students at State Senior High School 1 Kampar.

⁵<http://www.fcpps.edu/RockyRunMS/techbinder/Binder/Materials/Original/Reading/Strategies/GIST.ppdf>

3. Reading comprehension is defined as the level of understanding of a passage or text. Paris and Stahl defines that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge⁶. In this research, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the texts by using GIST strategy of first year students at State Senior High School 1 Kampar.

C. Problems

1. Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

- a. Some of the students are unable identify the main idea in reading text.
- b. Some of the students are unable to identify general and specific information in reading text.
- c. Some of the students are unable to find the meaning of vocabulary in reading text.
- d. Some of the students are unable to identify the references in reading text.
- e. Some of the students are unable to decide the inferences of reading text.

⁶ Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment*. (London: Lawrence Erlbaum Associates Publishers, 2005), p.134.

2. The Limitation of the Problem

Regarding the writer's ability, time, and finding this research, the writer needs to limit the problems. As mentioned before, this research is intended to use GIST strategy, the writer limits the problem on the strategy used by the teacher. The writer would try a new strategy called GIST strategy and to find out the effect of using GIST strategy toward students' reading comprehension.

3. Formulation of the Problem

The problem of this research is formulated in the following questions:

- a. How is the students' reading comprehension without using GIST strategy at the first year of State Senior High School 1 Kampar?
- b. How is the students' reading comprehension by using GIST strategy at the first year of State Senior High School 1 Kampar?
- c. Is there any significant effect of using GIST strategy toward students' reading comprehension at the first year of State Senior High School 1 Kampar?

D. Objectives of the Research

1. The Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out students' reading comprehension who are not taught by using GIST strategy at the first year of state Senior High school 1 Kampar

- b. To find out students' reading comprehension who are taught by using GIST strategy at the first year of state Senior High school 1 Kampar.
- c. To find out if there is any effect of using GIST strategy toward students' reading comprehension at the first year of State Senior High School 1 Kampar.

2. The Significance of the Research

- a. To fulfill one of the requirements for the writer to complete her undergraduate Study Program (S1) of English education department of education and teacher training faculty of UIN SUSKA Riau Pekanbaru.
- b. The research findings are to give information to the teachers about the effect of using GIST strategy to improve the students' reading comprehension.
- c. To give readers on understanding and knowledge about the problem that will be investigated.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of four language skills besides listening, speaking, reading and writing that is important to be learned and mastered by every individual. By reading, we can be relaxing, interacting with the feelings and thoughts to obtain information, and improve the science knowledge. By teaching the children how to read means giving children a future which provides a technique to explore how "the world" is wherever he chooses, and provides the opportunity to get a goal in life.

According to Christina and Marry, reading is the individuals' activity to get excellent information and unless there are contextual constraints on the teaching situation⁷. Nuttal, states that reading is an activity done to exact (to correct in every detail) meaning from writing⁸. It is the way for the reader gets message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

⁷Christina Bratt Jaulston and Marry Newton Bruder, *Teaching English as a Second Language Techniques and Procedures*. (Masschusetts Winthrop Publisher, Inc, 2005), p. 64

⁸ Christine Nuttal, *Teaching Reading Skill in a Foreign Language*. (New York: McGrow Hill Book Company, 1982), p. 4

Nunan states that reading is an essential skill for learners of English as a second language⁹. Without reading, the learners never know about anything. It is the main reason why the students learn the language. Besides, reading is exactly the most important skill in a second language, especially in English as a second or foreign language in world. Furthermore, reading is the main reason why the students learn the language. Without reading, the learners never know anything.

According to McNeil, et.al, the ability to understand the sequence of events is necessary if one is to comprehend a variety of reading material¹⁰. It means that reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading material.

Catherine and Sweet state that reading comprehension is the process of simultaneously extracting and constructing the meaning¹¹. In addition, Durkin in Dorothy stated that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well¹².

According to Catherine Snow, comprehension entails three elements¹³:

- a. The reader who is doing the comprehension
- b. The text is to be comprehended

⁹David Nunan, *Practical English Language Teaching, First Edition*. (New York: McGraw Hill, 2003), p. 69

¹⁰Mcneil, et.al, *How to Teach Reading Successfully*. (Boston Toronto: Little Brown and Compan, 1981) p.30

¹¹Catherine Snow and Sweet, *Rethinking Reading Comprehension*. (New York: The Guildford press, 2003), p.1

¹²Dorothy S. Strickland, Katy Ganske, et al, *Supporting Struggling Readers and Writers*. (Monroe Portland: Maine Stenhouse Publishe, 2006), p.114

¹³Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading*. (Santa Monica, CA: RAND Reading Study Group, 2002), p.11

- c. The activity in which comprehension is a part

Before reading, a person has to determine the real purpose of the reading activity that will be comprehended. Kalayo stated that the purpose for reading also determines the appropriate approach to reading comprehension¹⁴. Then, Iwuk P in Titin claims that first step in reading is the reader should determine the purpose of reading clearly toward what we are reading, example reading for retelling the story, reading for finding idea, reading for answering question, or to find the explicit and implicit meaning¹⁵. It is clear that comprehending reading depends on what the purpose of reading itself that will make focus and concentrate more about the text on the purpose.

William in Titin states, generally the purpose of reading is classified into:

- a. Getting general information from text
- b. Getting specific information from the text
- c. Reading for pleasure an interest¹⁶

By knowing the real purpose of reading, it can help the students reach the goal of understanding. Reading comprehension is defined as the level of understanding of a passage or text. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

¹⁴Kalayo Hasibuan and Muhammad Fauzan A, *Op.Cit.*, p.115

¹⁵Titin Sumarni, *The Correlation between Students' Interest in Narrative Text (Fables) and Their Comprehension at the Second Year Students of MTS Masmur Pekanbaru*. (Unpublished, 2010) p. 18

¹⁶*Ibid.*

It is necessary for student to master reading comprehension. Cooper stated that comprehension is a process in which the reader may construct meaning by interacting with the text¹⁷. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about main ideas, details, and an inference that can be drawn from the passage.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹⁸. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. The purposes of reading are as follows:

- (1) For pleasure or for personal reasons,
- (2) To find personal information such as what book is mostly about,
- (3) To find a specific topic in a book or article,
- (4) To learn subject matter that is required for a class¹⁹.

According to Philips in Brown, there are eight components of reading comprehension features. They are main idea, expression/idiom/phrases in context, inference, grammatical feature, detail including facts not written, supporting idea,

¹⁷J.D Cooper, *Improving Reading Comprehension*. (Boston: Houghtonmifflin Company, 1986), p.11

¹⁸Kalayo Hasibuan and Muhammad Fauzan A. *Op.Cit.*, p.114

¹⁹Delene Sholes, *Reading for Different Purposes : Strategies for Reading Different Kinds of Materials*. (retriaved from <http://www.siute101.com/content/reading-for-different-purposes-a91899>, September 12, 2011)

and vocabulary in context²⁰. In this research, the writer only discusses five components which are appropriate with the Senior High School curriculum as follow:

a. Identifying main idea

The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer. It is selected in beginning, middle, and at end of paragraph. Sometimes, the main idea is not stated clearly²¹

b. Finding factual information

It requires readers to scan specific details. Nunan says that while reading, the readers must be able to recognize the factual information in detail such as person, places, events, and time. The factual information question is generally prepared to focus on WH-question for obtaining information²².

c. Locating the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is not familiar by relating the close meaning of vocabulary to the information and the topic of the paragraph. Cunngham and Stanovich explained that to comprehend the text, the readers must be able to decode words or recognize words and access text integration processes to construct

²⁰H. Douglas Brown, *Language Assesment Principle and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 206

²¹Kathleen T. McWhorter, *Guide to College Reading*. (Boston: little, Brown and Company, 1986), p.78

²²David Nunan, *Language Teaching Methodology: A Text Book for Teachers*. (New Jersey: Prentice Hall, 1991), p.78

meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long memories²³

d. Identifying references

In order to avoid repeated words or phrases, the authors use reference words. Nuttal says that recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage²⁴.

e. Making inference from reading text

Inference is a skill where the reader has to be able to read between lines. Inference requires actively interacting with the words in a sentence and among sentences.

In English learning, there are some kinds of texts that are taught to the students of senior high school level, namely; narrative, recount, procedure, and exposition in form of monologue or essay. **Narrative** is the kind of text that has purposes to entertain the reader. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'i, narrative is story telling whether tells a true story or fiction. A narrative text gives and accounts one or more experiences. It tells a story to make a point or to explain an idea or event²⁵.

²³Judi Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. (London: ASCD Oybkucatuib, 2008), p.128

²⁴Christine Nuttal, *Op.cit.* p. 90

²⁵M. Syafi'i S, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 53

Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) followed by the resolution.

A narrative text is a text that amuses, entertains and deals with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turn point of some kind, in which in turn it finds a resolution.

The generic structure of a narrative text:

1. Orientation: Sets the scene and introduces the participants.
2. Complication: A crisis arises
3. Resolution: The crisis is resolved, for the better or for worse.
4. Re-orientation: Optional
5. Evaluation: A stepping back to evaluate the plight

Syafi'i stated that all narratives have certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas²⁶. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. According to this statement, the students can be called have ability in reading narrative that are the students should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text.

Students who understand the features and organization of narrative text will know that they have a main idea/theme, and will comprise a beginning sec-

²⁶M. Syafi'i S, *Op. Cit.*, p. 55

tion introducing the main characters, a middle section where some sort of connection/ conflict arises between characters, developing to a crisis point, and an ending section where the connection/ conflict comes to some kinds of resolution. They will also know that the story will be set in a particular place/s, cover a period of time, and will probably contain dialogue. As they gain expertise, students will learn that writers of narratives make use of tools such as material processes (action verbs), mental processes (sensing verbs), verbal processes (saying verbs), metaphors, similes, allegory, and symbols. All of the schemata above will help students organize and process the text in ways that facilitate comprehension.

Moreover, efficient comprehension required the ability to relate the textual material to one's own knowledge. Comprehending a narrative text was an interactive process between the reader's background knowledge and the text. It is involves more than just relying on one's linguistic knowledge.

2. Students' Reading Comprehension

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Reading comprehension is one of the first steps towards learning a language. Reading comprehension is more important because reading English as a foreign language will be difficult without comprehending the reading. However, the students do not know clearly which ways that can help them improve their comprehension in reading English. In fact, there are some students who still get the difficulties to comprehend the text. Teachers should help their students in comprehending texts, encouraging them to build world

knowledge through reading and should teach their students to use active comprehension strategies to improve the reading comprehension.

Palincsar & Brown in Yen-Chi Fan suggest that strategic reading helps students, especially low-achieving learners, avoid comprehension failure and enhance their retention of the text²⁷. GIST strategy aids reading comprehension because it requires students to analyze ways to delete non-essential information and use their own words to summarize the main idea and combines with their prior knowledge. By using GIST strategy to teach the students in reading activity, it can increase their reading comprehension and make them enjoy in the classroom.

3. The Factors that Influence Students' Reading Comprehension.

There are two factors that influence students' reading comprehension and they are related one another, they are internal and external factors.

a. The Internal Factor

The internal factor means the factor which comes from the reader himself or usually known as personal factor, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

1) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they need something from the text.

²⁷Yen-Chi Fan. The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension. (I-Shou University : Center for General Education. 2010), p.3

2) Interest

Interest is being one of the important factors in order to increase the students' comprehension in reading. One has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

b. The external factor

The external factor has a close relationship to read material and teacher of reading. They are related one another.

1) Reading material

The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given not at the right level of the difficulty of the readers or the students.

2) Teacher of reading

The teacher of reading should be careful in choosing the text and giving the tacks, because they are related to the students reading comprehension.

4. The Nature of GIST Strategy

GIST is a summarization strategy that will improve students' abilities to comprehend and summarize the gist or main idea of paragraphs. GIST is an acronym for Generating Interaction between Schemata and Text. GIST is a summarizing strategy to use and assist students' comprehension and summary of

writing skills. Cunningham in Beans states, GIST strategy is at least indirectly based on a similar model of text comprehension since students are required to delete trivial propositions and select topic statements to fit the 15-blank word limit²⁸. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or “the gist” of the selection²⁹. It is believed that by having more choices in reading, students are helped to meet their own individual needs and therefore, they are given more chances to actively construct their own meaning.

The interaction is supposed to happen between the schemata, that is the past experiences and background knowledge of the learners and the text they will read. Schemata is defined as a plan or purpose. It means, we are trying to figure out the plan or purpose for what the author has written. We want students to use the GIST strategy in order to learn to connect what they already know, with a logical prediction about the outcome of a story, or the purpose of a reading selection.

The GIST strategy is a strategy that can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for reading from group sentence-to-sentence production to individual

²⁸Thomas W. Bean and Fem L. Steenwyk. *The Effect of Three Forms of Summarization Instruction On Sixth Graders' Summary Writing And Comprehension*. Journal of Reading Behavior. Volume XVI, No. 4. (California State University: Reading Department, Fullerton, CA 92634, 1984), p.299

²⁹Iowa DE Iowa Department of Education, *Description, Rationale, Instructional Moves, and References for Generating Interactions between Schemata and Text (GIST)* (retrieved from http://educateiowa.gov/index.php?option=com_docman&task=doc_down_load&gid=2311 on December 12, 2011)

or partner for entire paragraph gist production. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading, thus after it is read, the more material that are comprehended.

According Bonnie, the GIST strategy is a strategy than can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs by providing a prescription for answering the 5 Ws and H questions and then summarizing the passage or by reading and summarizing from sentence to paragraphs to the entire passage. This strategy this incorporates reading and writing. Student may even wish to try get the gist of entire chapter or unit in a summary sentence.

The GIST strategy provides several instructional variations depending on the ability of the students, and density and length of the text. The students could write a constrained summary of 15 to 20 words for one or two paragraphs of text. They could also write a summary of no more than 15 words for each paragraph read. These summaries could then be condensed and revised to produce a final summary for the entire text.

Procedures of the implementation of GIST strategy can be seen as the following steps:

1. The teacher selects a paragraph from a narrative text.
2. Have students look at the first sentence of a paragraph and identify the most important or key concepts. Ask students to write a brief summary of the sentence (fifteen words or less).

3. The teacher shows students the second sentence of the paragraph and then erases the first summary statement.
4. Repeat this process until students have the summarized entire paragraph in fifteen words or less.
5. The teacher gives students another article or paragraph of text to summarize 15 words or less. The teacher should observe and guide students with these summaries.
6. Students should be given opportunities to practice and use the G.I.S.T. summary strategy³⁰.

This strategy is especially useful when trying to teach main idea and supporting details. If we use the GIST with our students, we will find in no time that their ability to comprehend text and find the main idea increases.

The purposes of GIST strategy are as follows:

- 1) This strategy will help students learn to write organized and concise summaries of their reading.
- 2) Help teacher and students to identify key concepts.
- 3) Reflect on the content of the lesson
- 4) Differentiate between essential and non-essential information

As students move toward independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own summarizing after reading. Here are some suggestions:

³⁰ <http://coedpages.uncc.edu/dbtaylor/Resources/GIST.pdf>

- a) GIST can be used with both expository and narrative text.
- b) There are many variations of this strategy that can be used. Write a summary of 15 words or less for each paragraph/section. Then combine those summaries into 30 to 50 word of summary at the end. Read the first paragraph/section and write 15 words of summary. Read the second Paragraph/section and write 15 words of summary. Combine the two 15 words of summary into a new 15 words of summary.
- c) These options may work better for some students because it breaks down the steps in the process to summarize and combine two separate parts.
- d) It will improve reading comprehension as well as summary writing. When using GIST, students must delete trivial information, select key ideas, and generalize in their own words, which are three major strategies necessary for comprehension and retention.

5. Using GIST Strategy toward Students' Reading Comprehension

GIST is helpful for teachers to use when students have difficulty with reading comprehension. This strategy helps students to recognize information that is not necessarily essential as well as what is necessary to make predictions and begin to think about text prior to reading, thus after it is read, for more materials that are comprehended.

Through the use of this strategy, the students learn to think about what they are reading, the purpose for reading and begin to form a habit of thinking about the material and making connections to background knowledge that is

critical in skilled reading and comprehension. It helps to activate prior knowledge and improves students' reading comprehension.

B. The Relevant of Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself³¹.

Diah Surya Adnjanis' research focused on the effect of Generating Interactions between Schemata and text (GIST) and beliefs about language learning on reading comprehension of English Education Department students of Undiksha Singaraja. She in concluded that this study had found that GIST strategy used had significant influence to students' reading comprehension. Students who were taught by GIST showed a better reading comprehension than those who were taught by conventional reading technique. In terms of students' beliefs about language learning, it was found that for the students who hold positive beliefs, GIST gave better contribution to reading comprehension than conventional reading technique. There was significant interaction between GIST strategy and beliefs about language learning in improving the students' reading comprehension. Students' beliefs about language learning had contribution to the GIST strategies.

Diane M. Braxton research focused on the effects of two summarization strategies using expository text on the reading comprehension and summary writ-

³¹M. Syafi'i, S, *From Paragraph to a Reseearch Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007), p. 122

ing of Fourth- and Fifth-Grade Students in an Urban, Title 1 School. Using a quasi-experimental pretest/post test design, this study examined the effects of two summarization strategies on the reading comprehension and summary writing of fourth- and fifth- grade students in an urban, Title 1 school. The strategies, Generating Interactions between Schemata and Text (GIST) and Rule-based, were taught using authentic social studies materials that were part of the school system's curriculum. These results suggested that both summarization methods could improve the expository reading comprehension and summary writing of urban, Title 1 students. These findings provided evidence to encourage the teaching of summarization strategies to promote reading achievement especially with students who were lagging behind their peers in the area of reading.

C. Operational Concepts

Operational concept is a concept as a guidance used to avoid misunderstanding; it should be interpreted into particular words in order to make it easy to measure. There are variable X and variable Y. The variable X as independent variable is about the effect of using GIST strategy. The variable Y as dependent variable is reading comprehension.

Variable X

The following treatment as a collection of procedures of the implementation of GIST strategy that can be seen in the following steps:

1. The teacher selects a paragraph from a narrative text.

2. Have students look at the first sentence of a paragraph and identify the most important or key concepts (for news articles they list who, what, when, where, why, and how). Ask students to write a brief summary of the sentence (fifteen words or less).
3. The teacher shows students the second sentence of the paragraph and then erases the first summary statement.
4. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
5. The teacher gives students another article or paragraph of text to summarize 15 words or less.
6. Students should be given opportunities to practice and use the GIST strategy.

Variable Y

To know the students' reading comprehension of the first year students of State Senior High School 1 Kampar, the writer determines some indicators for reading comprehension in the following:

- a. Students are able to find the main idea in reading narrative text.
- b. Students are able to find the specific information in narrative text such as characters, time and place of the story in reading narrative text.
- c. Students are able find out the meaning of vocabulary in the narrative text
- d. The students are able to identify the word references in the narrative text
- e. Students are able to find inferences of the narrative Text.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that:

- a. GIST strategy gives effect to students' reading comprehension.
- b. Students' reading comprehension is various.

2. The Hypothesis

H_0 : There is no significant effect of using GIST strategy on reading comprehension.

H_a : There is significant effect of using GIST strategy on reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is quasi-experimental. A quasi experimental is one where the treatment variable is manipulated but the groups are not equated prior to manipulation of the independent variable. The type used is pretest-posttest nonequivalent group design³². There were two variable in this research. They were the effect of using GIST strategy as variable X and reading comprehension as variable Y. In this design, the researcher used two classes as sample; control group and experimental group. Those classes were not chosen randomly. Experimental group is one of the treatment that is done, one other the treatment is not done³³. The experimental group was treated by using GIST strategy, while the control group was treated without using GIST strategy. Both groups got a pretest and posttest. Only the experimental group received the treatment. According to Sukardi, the design of this research can be illustrated as follows³⁴:

Table 1
The Research Design

Group	Pre-test	Treatment	Post-test
E	T1	X	T2
C	T1	-	T2

³²Louis Cohen, et.al., *Research Methods in Education, Sixth Edition*. (New York: Routledge, 2007), p. 275

³³LR. Gay and Peter Airasian, *Educational Research; Competencies for Analysis and Application*, Sixth Edition. (New Jersey: Prentice-Hall, 2000), p.321.

³⁴Sukardi, *Methodologi Penelitian Pendidikan: Kompensasi dan Praktiknya*. (Jakarta: Bumi Aksara, 2010), p. 186

Explanation: E = Experimental class

C = Control class

T1 = Pre-test to experiment class and control class

T2 = Post- test to experimental and control class

X = Receive to experiment using GISTstrategy

1. Procedures of collecting data for experimental group

a. Pre-test

The pre-test was carried out to determine the students' comprehension with their score. The items used for pre-test consisted of 25 items. The test was about reading comprehension.

b. Treatment

The treatment was conducted for experimental group by using GIST Strategy applied for eight meetings.

c. Post-test

After conducting the treatment, the post-test was administered and analyzed as final data of this research. The post-test given was the same test as the pre-test.

2. Procedures of collecting data for control group

a. Pre-test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group; the difference was only on the time.

b. No treatment

c. Post-test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

B. The Location and Time of the Research

This research was conducted at the first students of State Senior High School 1 Kampar. The research was starting from September to October 2012.

C. The Subject and the Object of the Research

The subject of this research was the first year students of State Senior High School 1 Kampar, and the object of this research was the effect of using GIST strategy toward students' reading comprehension.

D. The Population and the Sample of the Research

The population of the research was the first year students of Senior High School 1 Kampar in 2012-2013 academic years. It consisted of seven classes. The sample of the research was divided into two groups. The first group was experimental class, consisted of 30 students and the other one was control class, that consisted of 30 students. These design were quasi experimental design. The class of SMAN consisted of X1, X.2, X.3, X.4, X.5, X.6, and X7. Technique in taking sample used random sampling techniques. The sample of the research was all of the students because it was a large population. The writer named card based on every first year class, after mixing these cards, the writer took two cards

randomly as a sample of research. It was class X.1 for experimental class and X.2 for control class.

Table 2
The Total Population and Sample of the Research

No	Class	Population	Sample
1	X ₁	30	Experimental class
2	X ₂	30	Control clas
3	X ₃	30	
4	X ₄	32	
5	X ₅	30	
6	X ₆	33	
7	X ₇	34	
8	X ₈	34	
Total		253	60

E. The Technique of Data Collecting

To obtain needed data in this research, the writer used the technique of collecting data called test. The test in this research was achievement test used to measure students' reading comprehension. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both groups (experimental group and control group) were asked to express their idea of reading comprehension.
- b. The teacher evaluated the test based on reading comprehension aspect that consisted of finding specific information, finding main idea, identify meaning of vocabulary, finding references, and finding the inferences of Narrative text. It was done to make the teacher easy to collect the data.

According to Hughes, there are many tehniques that can assess the students' reading comprehension, but the writer used multiple choices technique

that consisted of 25 items. Multiple choices techniques is a techniques that will be designed by using four choices and the participant choose one correct answer³⁵. Before giving pre-test and post-test, the writer gave try out to students, and they were not included as sample in this research

The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (GIST strategy) Y (reading comprehension). The materials of the test were adopted from the syllabus at the First Year Student's of Senior High School 1 Kampar.

For further information about the instruction of the text, the writer showed the blueprint of both tests as follows:

Table 3
The Blueprint of the Test

Number	Indicator of Items	Number of items	Items number
1.	Identify main idea	5 items	1,6,12,19,25
2.	Finding the specific information	5 items	5,7,11,16,21
3.	Identify meaning of vocabulary	5 items	4,10,15,20,24
4.	Identify references	5 items	2,9,14,18,22
5.	Make inference	5 items	3,8,13,17,23

³⁵Arthur Hughes, *Testing for Language Teachers, Second Edition*. (London: Cambridge University Press, 2003), p. 143

F. The Validity and Reliability of the Test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about to compare the result of the test between GIST and Conventional strategy toward students' reading comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The item that did not reach the standard level of difficulty were excluding from the test and they were changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

The standard level difficulty is < 30 and > 70 . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. it can be seen in the following tables:

Table 4
The Students are Able to Identify Main Idea in Reading Text

Variable	Identify Main Idea					N
Item no	1	6	12	19	25	30
Correct	16	17	18	16	20	
P	0.53	0.55	0.57	0.53	0.62	
Q	0.47	0.45	0.43	0.47	0.38	

Based on the above, the proportion of correct answer for item number 1 shows the proportion of correct 0.53, item number 6 shows the proportion of correct 0.55, item number 11 shows the proportion of correct 0.57, item number 16 show the proportion of correct 0.53. Item number 21 show the proportion of correct 0.62. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties level of each item number for identifying main idea are accepted.

Table 5
The Students are Able to Find the Specific Information such as Character, Time and Place from Reading Text

Variable	Finding the specific information					N
Item no	5	7	11	16	21	30
Correct	13	14	16	18	17	
P	0.46	0.48	0.53	0.58	0.55	
Q	0.54	0.52	0.47	0.42	0.45	

Based on the above, the proportion of correct answer for item number 2 shows the proportion of correct 0.46, item number 7 shows the proportion of correct 0.48, item number 12 shows the proportion of correct 0.53, item number 17 shows the proportion of correct 0.58. Number 22 shows the proportion of correct 0.55. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties level of each item number for the specific information such as characters, time and place from the reading text are accepted.

Table 6
The Students are able to Find the Meaning of Vocabulary in the Reading Text

Variable	Finding the meaning of vocabulary					N
Item no	4	10	15	20	24	30
Correct	18	16	17	19	17	
P	0.57	0.53	0.57	0.62	0.57	
Q	0.43	0.47	0.43	0.38	0.43	

Based on the table above, the proportion of correct answer for item number 3 shows the proportion of correct 0.57, item number 8 shows the

proportion of correct 0.53, Item number 13 shows the proportion of correct 0.57, item number 18 shows the proportion of correct 0.62. Number 23 shows the proportion of correct 0.57. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties of each items number for finding the meaning of unfamiliar words from the reading text are accepted.

Table 7
The Students are Able to Identify References

Variable	Identifying References					N
Item no	2	9	14	18	22	30
Correct	17	12	17	15	12	
P	0.55	0.46	0.55	0.51	0.46	
Q	0.45	0.54	0.45	0.49	0.54	

Based on the table above, the proportion of correct answer for item number 4 shows the proportion of correct 0.55, item number 9 shows the proportion of correct 0.46, item number 14 shows the proportion of correct 0.55, item number 19 shows the proportion of correct 0.51, number 24 shows the proportion of correct 0.54. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties of each item number for identifying references are accepted.

Table 8
The Students are able to Make Inferences of the Reading Text

Variable	Make Inferences					N
Item no	3	8	13	17	23	30
Correct	16	25	13	15	11	
P	0.58	0.44	0.52	0.57	0.44	
Q	0.42	0.56	0.48	0.43	0.56	

Based on the table above, the proportion of correct answer for item number 5 shows the proportion of correct 0.58, item number 10 shows the proportion of correct 0.44, item number 15 shows the proportion of correct 0.52, item number 20 shows the proportion of correct 0.57. Number 25 shows the proportion of correct 0.56. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item difficulties of each items number for Make Inferences in reading text are accepted.

2. Reliability

According to Brown³⁶, that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in the obtaining of similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. Meaning that, we can say the test was reliable when an examinee’s results were consistent on repeated measurement.

³⁶H. Douglas Brown, *Op.Cit.* p. 19

To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it was purposed to measure. It means the test will be valid to the extent that was measured what it was supposed to measure.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00.

Heaton states that, the reliability of the test was considered as follows:

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high³⁷

To obtain the reliability of the test given, the researcher used the formula as follows:

$$KR\ 20: ri = \frac{n}{(n - 1)} \frac{st^2 - \sum pq}{st^2}$$

Where:

- n : number of items on the instrument
- Pi : proportion of subjects who answered the item correctly
- Q : proportion of subject who answered the item wrong (1-Pi)
- $\sum pq$: the multiplication result between p and q
- St² : total variance

³⁷ J.B. Heaton, *Writing English Language Test*. (New York: Cambridge University Press, 1988), p. 164

Furthermore, to obtain the reliability of the test given, the data should be looked for first and then analyze it manually by the formula of statistic above (see the appendix to know the process of finding data). The data needed had been found after it was calculated, they are as follows:

$$\begin{aligned}
 Xt^2 &= Xt^2 - \frac{(Xt)^2}{n} \\
 &= 5154 - \frac{(392)^2}{30} \\
 &= 5154 - (13.06)^2 \\
 &= 5154 - 170.56 \\
 &= 4983.44
 \end{aligned}$$

$$\begin{aligned}
 St^2 &= \frac{Xt^2}{n} \\
 &= \frac{4983.44}{30} \\
 &= 166.11
 \end{aligned}$$

In calculating by reliability test. The researcher used the formula as follows:

KR 20:

$$\begin{aligned}
 r_{ii} &= \frac{n}{(n-1)} \frac{st^2 - \sum pq}{st^2} \\
 &= \frac{25}{25-1} \frac{166.11^2 - 6.09}{166.11^2} \\
 &= 1.04 \frac{27592.53 - 6.09}{27592.53} \\
 &= 1.04 \frac{27586.44}{27592.53}
 \end{aligned}$$

$$=1.04 (0.999)$$

$$= 1.03$$

Based on the result above, it can be also stated that the reliability was **high**

G. The Technique of Analyzing Data

In order to find out whether or not there is a significant effect of using GIST strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as follows³⁸.

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

t_o : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : Number of the students

The T-table was employed to see whether or not there was significant effect between the mean score in both experimental and control class.

Statistically hypothesis:

³⁸ Hartono, *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2009), p.208

$$H_0 = t_0 < t \text{ table}$$

$$H_a = t_0 > t \text{ table}$$

1. H_a is accepted if $t_0 > t\text{-table}$ or there is significant effect between students' reading comprehension who are taught by using GIST strategy and those who are not taught by using GIST strategy.
2. H_0 is rejected if $t_0 < t \text{ table}$ or there is no significant effect between students' reading comprehension who are taught by using GIST strategy and those who are not taught by using GIST strategy.

CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. The Data Presentation

1. The Description of the Data

This research was obtain the effect of using GIST strategy toward students' reading comprehension text the first year of State senior high school 1 Kampar. The data of this research were the scores of students' post test. The writer gave pre test to all of the population to determine two classes as the samples. It was found that class X1 was the experimental group and X2 was the control group.

The data were obtained by giving post test to the experiment and control group. The result of reading test was evaluated by concerning five components:

- a. Identify the main idea
- b. Finding the specific information such as characters, time and place of the story in reading text.
- c. finding the meaning of vocabulary
- d. Identify the word references in reading text
- e. Making the inferences of reading text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- 1) Both groups (Experimental group and control group) were asked to express their idea in reading.

- 2) The teacher evaluated from the test based on reading comprehension aspects that consisted of Identify the main idea, finding the specific information, finding the meaning of vocabulary, Identify the word references in the narrative text, Make the inferences of the narrative text. It was done to make the teacher easy to collect the data.

2. The Technique of Data Analysis

In order to find out whether or not there was a significant effect of using GIST strategy toward students' reading comprehension text, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used "T" test as formula as follows.

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t_o : The value of- obtained

Mx : Mean score of experiment class

My : Mean score of control class

SDx : Standard deviation of experiment class

SDy : Standard deviation of control class

N : Number of students

The t-test was obtained by considering the degree of freedom (df) = (n1+n2)-2. Statistically the hypotheses are:

H_0 : $t_o < t_{table}$

H_a : $t_o > t_{table}$

H_0 is rejected if $t_o < t_{table}$ or there is no significant effect of using GIST strategy toward students' reading comprehension.

H_a is accepted if $t_o > t_{table}$ or there is significant effect of using GIST strategy toward students' reading comprehension.

3. The Data of Experimental Group

The data of students' reading comprehension taught by using GIST strategy were gotten from pre-test and post-test of X1 class as experimental group taken from the sample of this class (30). The data can be seen from the table below:

.

Table 9
The Score of the Students' Reading Comprehension in Experimental Class

No	Responders	Pre-test	Post-test
1	Student 1	56	76
2	Student 2	72	84
3	Student 3	64	76
4	Student 4	60	72
5	Student 5	68	84
6	Student 6	68	80
7	Student 7	76	80
8	Student 8	56	84
9	Student 9	64	76
10	Student 10	68	72
11	Student 11	60	76
12	Student 12	64	80
13	Student 13	64	80
14	Student 14	56	76
15	Student 15	76	88
16	Student 16	64	68
17	Student 17	72	76
18	Student 18	60	72
19	Student 19	72	84
20	Student 20	60	76
21	Student 21	68	80
22	Student 22	72	76
23	Student 23	56	76
24	Student 24	68	80
25	Student 25	80	76
26	Student 26	68	80
27	Student 27	52	68
28	Student 28	52	72
29	Student 29	80	88
30	Student 30	76	80
	Total	1972	2336

From the table above, the writer found that the total score of pre-test in experimental group was 1972, while the highest was 80, and the lowest was 52. Then, the total score of post- test in experimental group was 2336, while the highest was 88 and the lowest was 68.

The frequency score of pre test and post test which was significantly different can be seen below:

Table 10
The Distribution of Frequency of Students' Reading Pre-Test Score
in Experimental group

Score	Frequency	Percentage
52	2	6.7
56	4	13.3
60	4	13.3
64	5	16.7
68	6	20.0
72	4	13.3
76	3	10.0
80	2	6.7
Total	30	100.0

From the table above, it shows there were 2 students who got score 52 (6.7%); there were 4 students who got score 56 (13.3%); there were 4 students who got score 60 (13.3%); there was 5 students who got score 64 (16.7%); there were 6 students who got score 68 (20.0%); there were 4 students who got score 72 (13.3%); there were 3 students who got score 76 (10.0%); there were 2 students who got score 80 (6.7%).

Table 11
The Distribution of Frequency of Students' Reading Post-Test Score
in Experimental group

Score	Frequency	Percentage
68	2	6.7
72	4	13.3
76	10	33.3
80	8	26.7
84	4	13.3
88	2	6.7
Total	30	100.0

From the table above, it shows that there were 2 students who got score 68 (6.7%); there were 4 students who got score 72 (13.3%); there were 10 students who got score 76 (33.3%); there were 8 students who got score 80 (26.7%); there were 4 students who got score 84 (13.3%); there were 2 students who got score 88 (6.7%).

4. The Data of Control Group

The data of students' reading comprehension taught without using GIST strategy were gotten from pre-test and post-test of X2 class as control group taken from the sample of this class (30). The data can be seen from the table below:

Table 12
The Score of the Students' Reading Comprehension in Control Class

No	Responders	Pre-test	Post-test
1	Student 1	60	68
2	Student 2	56	60
3	Student 3	52	72
4	Student 4	60	68
5	Student 5	64	56
6	Student 6	68	64
7	Student 7	72	84
8	Student 8	64	72
9	Student 9	60	56
10	Student 10	64	80
11	Student 11	64	64
12	Student 12	60	64
13	Student 13	60	68
14	Student 14	64	72
15	Student 15	72	64
16	Student 16	80	72
17	Student 17	76	68
18	Student 18	60	64
19	Student 19	60	76
20	Student 20	64	60
21	Student 21	56	60
22	Student 22	56	64
23	Student 23	68	76
24	Student 24	68	72
25	Student 25	56	64
26	Student 26	76	68
27	Student 27	68	68
28	Student 28	52	72
29	Student 29	72	64
30	Student 30	68	68
	Total	1920	2028

From the table above, the writer found that the total score of pre-test in control group was 1920, while the highest was 80, and the lowest was 52. Then, the total score of post- test in experimental group was 2028, while the highest was 84 and the lowest was 56.

The frequency score of pre test and post test which was significantly different that can be seen below:

Table 13
The Distribution of Frequency of Students' Reading Pre-Test Score
in Control Group

Score	Frequency	Percentage
52	2	6.7
56	4	13.3
60	7	23.3
64	6	20.0
68	5	16.7
72	3	10.0
76	2	6.7
80	1	3.3
Total	30	100.0

From the table above, it shows that there were 2 students who got score 52 (6.7%); there were 4 students who got score 56 (13.3%); there were 7 students who got score 60 (23.3%); there were 6 students who got score 64 (20.0%); there was 5 students who got score 68 (16.7%); there were 3 students who got score 72 (10.0%); there were 2 students who got score 76 (6.7%); there was 1 students who got score 80 (3.3%).

Table 14
The Distribution of Frequency of Students' Reading Post-Test Score
in Control Group

Score	Frequency	Percentage
56	2	6.7
60	3	10.0
64	8	26.7
68	7	23.3
72	6	20.0
76	2	6.7
80	1	3.3
Total	30	100.0

From the table above, it shows that there were 2 students who got score 56 (6.7%); there were 3 students who got score 60 (10.0%); there were 8 students who got score 64 (26.7%); there were 7 students who got score 68 (23.3%); there were 6 students who got score 72 (20.0%); there were 2 students who got score 76 (6.7%); there was 1 student who got score 80 (3.3%).

5. The Data Presentation of the Difference between Students' Reading Comprehension by using GIST Strategy and Students' Reading Comprehension by using Conventional Strategy.

The following table is the description of pre-test and post-test of experimental class and control class.

Table 15
Students' Pre-test and Post-test of Experimental and Control Group

No	Respondent	Experimental group			Control group		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	56	76	20	60	68	8
2	Student 2	72	84	12	56	60	4
3	Student 3	64	76	12	52	72	20
4	Student 4	60	72	12	60	68	8
5	Student 5	68	84	16	64	56	-8
6	Student 6	68	80	12	68	64	-4
7	Student 7	76	80	4	72	84	12
8	Student 8	56	84	28	64	72	8
9	Student 9	64	76	12	60	56	-4
10	Student 10	68	72	4	64	80	16
11	Student 11	60	76	16	64	64	0
12	Student 12	64	80	16	60	64	4
13	Student 13	64	80	16	60	68	8
14	Student 14	56	76	20	64	72	8
15	Student 15	76	88	12	72	64	-8
16	Student 16	64	68	4	80	72	-8
17	Student 17	72	76	4	76	68	-8
18	Student 18	60	72	12	60	64	4
19	Student 19	72	84	12	60	76	16
20	Student 20	60	76	16	64	60	-4
21	Student 21	68	80	12	56	60	4
22	Student 22	72	76	4	56	64	8
23	Student 23	56	76	20	68	76	8
24	Student 24	68	80	12	68	72	4
25	Student 25	80	76	-4	56	64	8
26	Student 26	68	80	12	76	68	-8
27	Student 27	52	68	16	68	68	0
28	Student 28	52	72	20	52	72	20
29	Student 29	80	88	8	72	64	-8
30	Student 30	76	80	4	68	68	0
	Total	1972	2336	364	1920	2028	108

From the table above, it can be seen that there was actually significant difference between pre-test and post-test in experimental group and pre-test and post-test in control group. It can also be seen from the difference of the gain in the experimental group and control group. It was analyzed in the data analysis below.

B. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

Table 16
Mean and Standard Deviation

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	65.73	77.87	64.00	67.60
SD	7.77	5.03	7.00	6.40
	18.45%		5.62%	

1. Experimental group

$$\begin{aligned}
 X &= \frac{77.87-65.73}{65.73} \times 100 \% \\
 &= \frac{12.14}{65.73} \times 100\% \\
 &= 0.1845 \times 100\% \\
 &= 18.45\%
 \end{aligned}$$

2. Control group

$$\begin{aligned}
 Y &= \frac{67.6-64.00}{64.00} \times 100 \% \\
 &= \frac{3.6}{64} \times 100\% \\
 &= 0.05625 \times 100\% \\
 &= 5.62\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group was increasing 18.45% while the percentage from pre-test to post-test of control group was increasing 5.62%

The result of test from the experimental and control group can be seen in the following table.

Table 17

The Statistics of Experimental and Control Group

Classes	Mean	Median	Mode	Std. Deviation
Experimental group	77.87	76	76	5.03
Control group	67.6	68	64	6.40

Table 18
Mean and Standard Deviation for Pre-Test

No	SCORE		X	Y	X ²	Y ²
	Experiment Group (X)	Control group (Y)				
1	60	60	-9.73	-4	94.6729	16
2	72	56	6.27	-8	39.3129	64
3	68	52	-1.73	-12	2.9929	144
4	64	60	-5.73	-4	32.8329	16
5	68	64	2.27	0	5.1529	0
6	68	68	2.27	4	5.1529	16
7	76	72	10.27	8	105.473	64
8	56	64	-9.73	0	94.6729	0
9	64	60	-1.73	-4	2.9929	16
10	68	64	2.27	0	5.1529	0
11	60	64	-5.73	0	32.8329	0
12	64	60	-1.73	-4	2.9929	16
13	64	60	-1.73	-4	2.9929	16
14	56	64	-9.73	0	94.6729	0
15	76	72	10.27	8	105.473	64
16	64	80	-1.73	16	2.9929	256
17	72	76	6.27	12	39.3129	144
18	60	60	-5.73	-4	32.8329	16
19	72	60	6.27	-4	39.3129	16
20	60	64	-5.73	0	32.8329	0
21	68	56	2.27	-8	5.1529	64
22	76	56	6.27	-8	39.3129	64
23	56	68	-9.73	4	94.6729	16
24	68	68	2.27	4	5.1529	16
25	84	56	14.27	-8	203.633	64
26	68	76	2.27	12	5.1529	144
27	52	68	-13.73	4	188.513	16
28	52	52	-13.73	-12	188.513	144
29	80	72	14.27	8	203.633	64
30	76	68	10.27	4	105.473	16
	X= 1972	Y =1920	X = 0	Y = 0	$\Sigma X^2 = 1813.87$	$\Sigma Y^2 = 1472$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1972}{30} = 65.73$$

$$M_y = \frac{\sum Y}{N} = \frac{1920}{30} = 64$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1813,87}{30}} = \sqrt{60.46} = 7.77$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1472}{30}} = \sqrt{49.07} = 7.00$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{7.77^2}{7.00^2} = \frac{60.3729}{49} = 1.23$$

The F computed was 1.23. To know whether or not the result is homogeneity, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, the writer used the following formula:

$$df = (N1 + N2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

The degree of freedom is 58, see appendix to know degree of significant 1% and 5%, the test is homogeneity if the F table >F obtained. For the degree of significant 1% is 2.66 and the degree of significant 5% is 1.98. from data above, we can find $1.98 < 1.23 < 2.66$. In conclusion the test is homogeneity.

Table 19
Mean and Standard Deviation for Post-Test

No	SCORE		X	Y	X ²	Y ²
	Experiment Group (X)	Control group (Y)				
1	76	68	-1.8667	0.4	3.48444	0.16
2	84	60	6.13333	-7.6	37.6178	57.76
3	76	72	-1.8667	4.4	3.48444	19.36
4	72	68	-5.8667	0.4	34.4178	0.16
5	84	56	6.13333	-11.6	37.6178	134.56
6	80	64	2.13333	-3.6	4.55111	12.96
7	80	84	2.13333	16.4	4.55111	268.96
8	84	72	6.13333	4.4	37.6178	19.36
9	76	56	-1.8667	-11.6	3.48444	134.56
10	72	80	-5.8667	12.4	34.4178	153.76
11	76	64	-1.8667	-3.6	3.48444	12.96
12	80	64	2.13333	-3.6	4.55111	12.96
13	80	68	2.13333	0.4	4.55111	0.16
14	76	72	-1.8667	4.4	3.48444	19.36
15	88	64	10.1333	-3.6	102.684	12.96
16	68	72	-9.8667	4.4	97.3511	19.36
17	76	68	-1.8667	0.4	3.48444	0.16
18	72	64	-5.8667	-3.6	34.4178	12.96
19	84	76	6.13333	8.4	37.6178	70.56
20	76	60	-1.8667	-7.6	3.48444	57.76
21	80	60	2.13333	-7.6	4.55111	57.76
22	76	64	-1.8667	-3.6	3.48444	12.96
23	76	76	-1.8667	8.4	3.48444	70.56
24	80	72	2.13333	4.4	4.55111	19.36
25	76	64	-1.8667	-3.6	3.48444	12.96
26	80	68	2.13333	0.4	4.55111	0.16
27	68	68	-9.8667	0.4	97.3511	0.16
28	72	72	-5.8667	4.4	34.4178	19.36
29	88	64	10.1333	-3.6	102.684	12.96
30	80	68	2.13333	0.4	4.55111	0.16
	X = 2336	Y = 2028	X = 0	Y = 0	$\sum X^2 = 759.47$	$\sum Y^2 = 1227.2$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2336}{30} = 77.87$$

$$M_y = \frac{\sum Y}{N} = \frac{2028}{30} = 67.6$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{759.467}{30}} = \sqrt{25.31} = 5.03$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1227.2}{30}} = \sqrt{40.91} = 6.40$$

$$t_o = \frac{M_x - M_y}{\frac{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}$$

$$t_o = \frac{77.87 - 67.60}{\frac{\frac{5.03^2}{\sqrt{30-1}} + \frac{6.40^2}{\sqrt{30-1}}}$$

$$t_o = \frac{10.27}{\frac{\frac{5.03^2}{\sqrt{29}} + \frac{6.40^2}{\sqrt{29}}}$$

$$t_o = \frac{10.27}{\frac{\frac{5.03^2}{5.38} + \frac{6.40^2}{5.38}}$$

$$t_o = \frac{10.27}{0.935^2 + 1.189^2}$$

$$t_o = \frac{10.27}{0.874 + 1.414}$$

$$t_o = \frac{10.27}{\sqrt{2.288}}$$

$$t_o = \frac{10.27}{1.513}$$

$$t_o = 6.78$$

The computed was 6.78. So, it can be said that H_o is rejected and H_a is accepted because t obtained is bigger than Null. In the other words, there is significant effect of using Gist strategy on students' reading comprehension in narrative text.

By observing the data analysis, it can be described that the coefficient T-test is 6.78 intended to prove whether there is significant effect of using Gist Strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 6.78, T-table are compared by getting the degree of freedom (df). To get the level of "df", the following formula is used:

$$df = (N1 + N2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

The degree of freedom is 58 (see appendix), because degree of freedom 58 is unfound in the table. So the writer took 60, because it is near as "df" that it can be seen in T-table at the 5% grade of significance that refers to 2.00. While in the level of significance are 2.68. So it can be analyzed that t_o is higher than T-table in either at 5% or 1%. It can be read that $(2.00 < 6.78 > 2.65)$.

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between using GIST strategy and Conventional Strategy (learning in general by using a method that is usually done by teacher giving lessons through lecturing, exercise and task) on student's reading ability in narrative text at the first year of State Senior High School 1 Kampar.

To identify the level of the effect of using GIST strategy toward students' reading comprehension of the first year student at state senior high school, it was done by calculating coefficient (r^2) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{6.78^2}{6.78^2 + 60 - 2}$$

$$r^2 = \frac{45.97}{45.97 + 58}$$

$$r^2 = \frac{45.97}{103.97}$$

$$r^2 = 0.44$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100 \%$$

$$K_p = 0.44 \times 100$$

$$= 44 \%$$

Based on the analysis data about the students' reading comprehension, it showed that mean of the students' reading comprehension by using GIST strategy

was higher than mean of the students' reading comprehension without using GIST strategy.

The different treatment of two classes taught to the homogeny students caused the differences of students' scores in comprehending text.

Therefore the result of this analysis could answer the formulation of the problem:

1. The students' reading comprehension of the first year of State Senior High School 1 Kampar by using conventional strategy was lower. It was caused by different treatment used in teaching learning process.
2. The students' reading comprehension of the first year of State Senior High School 1 Kampar was higher.
3. There is significant effect of using GIST strategy in comprehending reading text of the first year of State Senior High School 1 Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, the researcher concludes that the effect of using GIST strategy toward students' reading comprehension in narrative text at the first year of state senior high school 1 Kampar is as follows:

1. The students' reading comprehension who taught by using GIST strategy at the first year of State Senior High School 1 Kampar is categorized into 'Good' level.
2. The students' reading comprehension taught by using conventional strategy at the first year of State Senior High School 1 Kampar is categorized into 'enough' level.
3. There was a significant effect of using GIST strategy to improve student reading comprehension at the first year of State Senior High School 1 Kampar.

Based on the result of the research, the use of GIST strategy has given a better effect for students' reading comprehension. It means that, the use of GIST strategy is better than conventional strategy.

B. Suggestion

From the conclusion of the research above, it is known that using GIST strategy can give significant effect toward students' reading comprehension. Because of that, GIST strategy can be one of the choices for the English teacher in order to help students' comprehension in reading. Therefore, English teacher should know how to teach reading by using GIST strategy. Besides, teacher should also use many ways to encourage students in reading text such as:

- a. Teachers should construct creative and enjoyable learning for students.
- b. Teachers should support their techniques by using interesting media.
- c. Teachers can encourage students' awareness about the importance of reading for their life.
- d. Teacher becomes reading as habitual activity for students in the school.
- e. For students, the students should do more practice to improve their reading comprehension.

In addition, at the first year students of State Senior High School 1 Kampar should do more activities to improve students' reading comprehension, such as wall news magazine in English language.

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APPENDIX 1

ITEM DIFFICULTY OF TRY OUT

Respondents	NUMBERS OF EACH ITEMS																									TOTAL	Quad rate total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Student 1	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	1	0	0	13	169
Student 2	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	0	0	12	144
Student 3	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1	1	0	1	0	1	1	14	196
Student 4	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	15	225
Student 5	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1	0	12	144
Student 6	1	0	0	1	0	1	0	0	0	0	1	1	1	0	1	0	0	0	1	1	1	1	0	0	1	12	144
Student 7	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	0	0	0	0	0	1	13	169
Student 8	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	0	0	0	1	1	1	0	1	1	0	14	196
Student 9	1	0	0	1	0	0	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	1	1	0	1	13	169
Student 10	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	0	1	0	1	0	13	169
Student 11	1	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	0	1	0	1	14	196
Student 12	0	1	1	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	1	0	0	1	0	1	0	12	144
Student 13	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	0	12	144
Student 14	0	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	1	0	1	13	169
Student 15	1	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	0	0	0	0	1	13	169
Student 16	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	1	1	1	1	1	0	1	1	14	196
Student 17	1	1	0	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	0	1	0	0	13	169
Student 18	1	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1	0	0	1	13	169
Student 19	0	1	1	0	1	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	14	196
Student 20	1	0	1	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	1	1	0	0	1	1	0	12	144
Student 21	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	13	169
Student 22	0	1	1	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	14	196
Student 23	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	15	225

Student 24	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	0	1	15	225	
Student 25	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	12	144	
Student 26	0	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	13	169	
Student 27	0	0	0	0	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	12	144	
Student 28	0	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	0	11	121
Student 29	0	0	0	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	12	144	
Student 30	0	0	1	1	0	0	1	0	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	14	196
Total	18	14	18	14	14	16	15	18	16	15	15	17	15	17	14	15	15	16	15	14	16	15	16	15	14	392	5154	
P	0.60	0.46	0.60	0.46	0.46	0.53	0.50	0.60	0.53	0.50	0.50	0.56	0.50	0.56	0.46	0.50	0.50	0.53	0.50	0.46	0.53	0.50	0.53	0.50	0.46	Accepted		
Q	0.40	0.54	0.40	0.54	0.54	0.47	0.50	0.40	0.47	0.50	0.50	0.44	0.50	0.44	0.54	0.50	0.50	0.47	0.50	0.54	0.47	0.50	0.47	0.50	0.54			
PQ	0.24	0.24	0.24	0.24	0.24	0.24	0.25	0.24	0.24	0.25	0.25	0.24	0.25	0.24	0.24	0.25	0.25	0.24	0.25	0.24	0.24	0.25	0.24	0.25	0.24	pq = 6.09		
Quadrates total	324	196	324	196	196	256	225	324	256	225	225	289	225	289	196	225	225	256	225	196	256	225	256	225	196	6031		
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			

Scale Rejected 0.30
(Accepted) 0.70
Scale Rejected

←
→

Difficult
Easy

SILABUS

Nama Sekolah : SMA NEGERI 1 KAMPAR
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(14 x 45)	
1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji	<ul style="list-style-type: none"> berkenalan, bertemu/berpisah <i>mis. A: Pleased to meet you!</i> <i>B: Pleased to meet you too!</i> menyetujui ajakan/tawaran/ undangan <i>mis. A: Come to my party.</i> <i>B: Thanks for the invitation</i> menerima janji <i>mis. A: I'll get you the book.</i> <i>B: It's very kind of you.</i> membatalkan janji <i>mis. A: I'm sorry I can't make it.</i> <i>B: That's OK. We'll do it some other time.</i> 	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan. Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok Bermain peran secara berpasangan Melakukan tourist hunting dan merekam percakapannya* 	<ul style="list-style-type: none"> Mengidentifikasi makna tindak tutur berkenalan Merespon tindak tutur berkenalan Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan Merespon tindak tutur menyetujui tawaran/undangan/ ajakan Mengidentifikasi makna tindak tutur menerima janji Merespon tindak tutur menerima janji Mengidentifikasi makna tindak tutur membatalkan janji Merespon tindak tutur membatalkan janji 	<p>Ulangan tertulis Tugas</p>	<p>1 x 45'</p>	<p>In focus</p> <p>Kaset</p> <p>CD</p>
Berbicara							
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji			<ul style="list-style-type: none"> Menggunakan tindak tutur berkenalan Melakukan percakapan interpersonal Menggunakan tindak tutur tawaran/undangan/ajakan Menggunakan tindak tutur menyetujui ajakan/ undangan dalam percakapan Menggunakan tindak tutur berjanji Menggunakan tindak tutur menerima janji Menggunakan tindak tutur membatalkan janji 	<p>Performans</p>	<p>4 x 45'</p>	<p>Look a head</p> <p>Writing resourch book</p> <p>English in focus</p> <p>Bumi Aksara</p> <p>Interlanguage</p>
						<p>2 x 45'</p>	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.1	Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/transaksional melalui tape secara individu. Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar 	<ul style="list-style-type: none"> Mengidentifikasi makna tindak tutur mengungkapkan perasaan bahagia Merespon tindak tutur mengungkapkan perasaan bahagia Mengidentifikasi makna tindak tutur menunjukkan simpati Merespon tindak tutur menunjukkan simpati Mengidentifikasi makna tindak tutur menunjukkan perhatian Merespon tindak tutur menunjukkan perhatian Mengidentifikasi makna tindak tutur instruksi Merespon tindak tutur instruksi 	Quiz Ulangan tertulis Tugas	(14 x 45) 1 x 45 2 x 45 2 x 45	Kaset CD
	3.2	Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	<ul style="list-style-type: none"> Secara berpasangan menggunakan tindak tutur dan responnya. Bermain peran secara berkelompok 	<ul style="list-style-type: none"> Menggunakan tindak tutur mengungkapkan perasaan bahagia Menggunakan tindak tutur menunjukkan simpati Menggunakan tindak tutur menunjukkan perhatian Memberi instruksi lisan Melakukan interview Melakukan pertunjukan drama 	Tugas Performans	3 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(8 x 45)	
2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari	<ul style="list-style-type: none"> Pengumuman lisan Kosa Kata yang terkait dengan pengumuman 	<ul style="list-style-type: none"> Mengidentifikasi beberapa pengumuman lisan di tempat umum secara berkelompok. Mendengarkan pengumuman melalui tape secara klasikal. Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok 	<ul style="list-style-type: none"> Mengidentifikasi topic sebuah pengumuman lisan Mengidentifikasi informasi tertentu dari pengumuman Mengidentifikasi tujuan dari pengumuman yang didengar. 	Tugas Quiz Ulangan tertulis	1 x 45	Kaset CD
						1 x 45	
						2 x 45	
Berbicara							
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	2.2 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.		<ul style="list-style-type: none"> Membuat pengumuman lisan secara berpasangan dan menyampaikannya di depan kelas. 	<ul style="list-style-type: none"> Memberi pengumuman lisan Menyampaikan undangan lisan Menggunakan bahasa lisan 	Performans	2 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(14 x 45)	
2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	<ul style="list-style-type: none"> Teks lisan berbentuk <i>recount</i> Teks lisan berbentuk <i>narrative</i> Teks lisan berbentuk <i>procedure</i> 	<ul style="list-style-type: none"> Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok. <p>Ñ Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung.</p> <p>Ñ Membuat sebuah cerita secara individu dan menceritakannya kepada teman sekelas</p>	<ul style="list-style-type: none"> Mengidentifikasi <i>main idea</i> dari teks yang didengar Mengidentifikasi tokoh dari cerita yang didengar Mengidentifikasi urutan peristiwa dalam teks Mengidentifikasi kejadian dalam teks yang didengar Mengidentifikasi bahan yang digunakan dalam teks <i>procedure</i> yang didengar Mengidentifikasi tujuan komunikasi teks yang didengar 	Quiz Ulangan tertulis Tugas	<p>3 x 45</p> <p>3 x 45</p> <p>2 x 45</p>	Kaset CD
Berbicara							
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>			<ul style="list-style-type: none"> Menggunakan kalimat past tense dalam menyampaikan sebuah peristiwa Melakukan monolog untuk menceritakan pengalaman Melakukan monolog untuk menyampaikan sebuah <i>procedure</i> Mendongeng 	Performans	4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 5. Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pengumuman, iklan, undangan dll	<ul style="list-style-type: none"> Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah 	<ul style="list-style-type: none"> Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat draft, merevisi, menyunting Menghasilkan teks fungsional pendek 	Quiz Ulangan tertulis	(8 x 45) 2 x 45 2 x 45	Jakarta Post
	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks				Performans	2 x 45	

Mengetahui,
Guru Mata Pelajaran

Dra. SANTI SYAFITRI
NIP. 19670315 199103 2 006

Airtiris, September 2012

Peneliti

AISYAH BELLA HIKMAH
NIM. 10714000811

LESSON PLAN OF EXPERIMENTAL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 1
Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of reading text
2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of reading text.

Indicator

1. Identify the main idea in reading text
2. Identify the specific information from the reading text
3. Identify the new vocabulary the reading text
4. Identify the word references in the reading text
5. Identify the inferences of the reading Text

A. The Goals

1. Students are able to identify the main idea in reading text
2. Students are able to identify the specific information from the reading text
3. Students are able to Identify the new vocabulary the reading text
4. Students are able to Identify the word references in the reading text
5. Students are able to Identify the inferences of the reading Text

B. The Lesson Items

READING TEXT

The Social Function:

A narrative is a text that is aimed to entertain, amuse, teach a lesson or moral, explain something or make a comment.

The Generic Structure:

- Orientation : introduces the participants and the setting
- Complication : a crisis or problem rises
- Resolution : the crisis or the problem is solved

The Types of Reading text

- Fairy Tales.
- Fable
- Legends
- Myths
- horrors

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

C. Method of Learning: GIST Strategy

D. The Steps of Activity

1. Pre-activity
 - a. The writer greets the students
 - b. The writer takes students' attendance list
 - c. The writer ask the students to collect prior knowledge task
 - d. The writer gives few questions which lead the students to the topic that is going to be taught to them at that learning session.

2. Whilst

- a. The writer selects a paragraph from a narrative.
- b. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- c. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- d. The writer divides students into groups.
- e. The writer asks students to read carefully a short story about The Fly and the Bull.
- f. Have students look at the first sentence of a paragraph and identify the most important or key concepts (for news articles they list who, what, when, where, why, and how).
- g. Ask students to write a brief summary of the sentence (fifteen words or less).
- h. The writer shows students the second sentence of the paragraph and then erases the first summary statement.
- i. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- j. The writer gives students an evaluation

3. Post-activity

- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- b. The writer makes conclusion of the lesson and closes the learning session.

E. Resources

Look Ahead 1 Book, relevant stories, LKS

F. Evaluation

The Fly and the Bull

There was once a little fly that thought he was very important. On sunny morning, he flew around looking for someone to talk to. He saw a Bull grassing in the field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the Bull's head. The Bull did not bother him. He went on chewing on grass. The fly then buzzed right inside the Bull's ears. The Bull continued chewing the grass.

Now, the fly decided to land on one of the Bull's horns to make the Bull notice him. He waited for the Bull to say something, but the Bull kept quiet.

The fly then shouted angrily, and "of Bull, if you find that I'm too heavy for you, let me know and I'll fly away!"

The Bull laughed and said, "Little fly, I don't care if you stay or leave. You're so tiny that your weight does not make any difference to me, so please be quiet and leave me alone".

Find out:

1. Where and when did the story happen?
2. Who were involved in the story?
3. What problem did the fly have?
4. Then what happened to the bull?
5. What is the message of the story?

Key answers

1. In the field and on a sunny morning
2. The fly and the bull
3. the fly was too proud of himself
4. the bull ignored him
5. Don't be arrogant

Airtiris, September 2012

Mengetahui,
Guru Mata Pelajaran

Peneliti

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Drs. LIZAR ABIDIN, M.Si
NIP.19601030 198803 1 006

LESSON PLAN OF EXPERIMENTAL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 2
Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of reading text
2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of reading text.

Indicator

1. Identify the main idea in reading text
2. Identify the specific information from the reading text
3. Identify the new vocabulary the reading text
4. Identify the word references in the reading text
5. Identify the inferences of the reading Text

A. The Goals

1. Students are able to identify the main idea in reading text
2. Students are able to identify the specific information from the reading text
3. Students are able to Identify the new vocabulary the reading text
4. Students are able to Identify the word references in the reading text
5. Students are able to Identify the inferences of the reading Text

B. The Lesson Items

The Legend of Minos, King of Crete

Once upon a time there lived a very famous king, named the King of Crete. He had a monster which was half bull and half man.

He ordered Daedalus, a craftsman from Athena to build a labyrinth in order to house the monster. When Daedalus finished his work, he wanted to leave Crete. But the king would not let him go.

Daedalus escape through the air by using wings fixed to his body with wax. He also made wings for his son, icarus and made him fly behind himself.

But the son was so glad and excited that he soon went too high as he flew nearer to the sun, it got warmer and warmer until at las the wax melted and his body fell down into the sea near Troy. The sea is now called the icarian sea.

C. Method of Learning: GIST Strategy

D. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer ask the students to collect prior knowledge task
- d. The writer gives few questions which lead the students to the topic that is going to be taught to them at that learning session.

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- c. The writer divides students into groups.
- d. The writer asks students to read carefully a short story about The Fly and the Bull.

- e. Have students look at the first sentence of a paragraph and identify the most important or key concepts (for news articles they list who, what, when, where, why, and how).
 - f. Ask students to write a brief summary of the sentence (fifteen words or less).
 - g. The writer shows students the second sentence of the paragraph and then erases the first summary statement.
 - h. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
 - i. The writer gives students an evaluation
3. Post-activity
 - a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
 - b. The writer makes conclusion of the lesson and closes the learning session.

E. Resources

Look Ahead 1 Book, relevant stories, LKS

F. Evaluation

1. Who was daedalus?
2. What happened to him?
3. How did daedalus escape from the king?
4. Who was Icarus? What happened to him?
5. Do you like the story? Why?

Key answers

1. A craftsman from Athens
2. He was ordered to build a labyrinth in order to house the monster
3. Daedalus escaped through the air by using wings fixed to his body with wax.
4. His son. He flew too high. As he flew nearer to the sun, the wax got melted
5. Yes. It's funny

Airtiris, September 2012

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LESSON PLAN OF EXPERIMENTAL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 3 & 4
Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of reading text.
2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of reading text.

Indicator

1. Identify the main idea in reading text
 2. Identify the specific information from the reading text
 3. Identify the new vocabulary the reading text
 4. Identify the word references in the reading text
 5. Identify the inferences of the reading Text
- A. The Goals
1. Students are able to identify the main idea in reading text
 2. Students are able to identify the specific information from the reading text
 3. Students are able to Identify the new vocabulary the reading text
 4. Students are able to Identify the word references in the reading text
 5. Students are able to Identify the inferences of the reading Text

B. The Lesson Items

Snow white

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king remarried. This new queen was wicked and hated Snow White. The queen gave orders that Snow White be treated as a servant.

Snow White grew to be a very beautiful girl. One day a prince who was riding by saw her at work and immediately fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" And the mirror always answered, "You are the fairest one of all".

One day the mirror answered that Snow White was the fairest in the land. In a rage the queen gave orders to one of her huntsmen to take Snow White into the woods and kill her. But the huntsman had a kind heart and couldn't carry out the order. So he told Snow White to run away.

Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day at work in the diamond mine. They invited Snow White to share their supper. Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.

She fled to the dungeon beneath the castle and took an apple and slowly dipped it into another potion. "One bite of this poisoned apple and Snow White will close her eyes forever!" she cackled.

The old woman appeared at Snow White's window. "Hello, dear," she said. "Taste one of my delicious apples. It's apple pies that make men folk's mouths water. Pies made from apples like these." Then she held the poisoned apple out to Snow White.

The seven dwarfs raced to the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.

Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever after.

C. Method of Learning: GIST Strategy

D. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer ask the students to collect prior knowledge task
- d. The writer gives few question which lead the students to the topic that is going to be taught to them at that learning session

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- c. The writer divides students into groups.
- d. The writer asks students to read carefully a short story about the lion and the mouse.
- e. Have students look at the first sentence of a paragraph and identify the most important or key concepts (who, what, when, where, why, and how).
- f. Ask students to write a brief summary of the sentence (fifteen words or less).
- g. The writer shows students the second sentence of the paragraph and then erases the first summary statement.
- h. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- i. The writer gives students an evaluation.

3. Post-activity

- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- b. The writer makes conclusion of the lesson and closes the learning session.

E. Resources

Look Ahead 1 Book, relevant stories, LKS

F. Evaluation

1. Identification generic structure of reading text above!

- a. orientation
- b. complication
- c. resolution

2. Answer the question based on the text

- a. Who is the name of the girl in the text?
- b. Did she live with her mother?
- c. Whom did Snow White live with after run away from her stepmother?
- d. What happened to Snow White after bite a poisoned apple?
- e. What is the purpose of the text?

Key answers

- a. Snow white
- b. No, she did not
- c. The seven dwarfs
- d. Snow White lying lifeless on the floor
- e. To entertain the readers

Airtiris, September 2012

Mengetahui,
Guru Mata Pelajaran

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Kepala SMAN 1 Kampar

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NIP.19601030 198803 1 006
LESSON PLAN OF EXPERIMENTAL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 5
Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of reading text
2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of reading text.

Indicator

1. Identify the main idea in reading text
2. Identify the specific information from the reading text
3. Identify the new vocabulary the reading text
4. Identify the word references in the reading text
5. Identify the inferences of the reading Text

A. The Goals

1. Students are able to identify the main idea in reading text
2. Students are able to identify the specific information from the reading text
3. Students are able to Identify the new vocabulary the reading text
4. Students are able to Identify the word references in the reading text
5. Students are able to Identify the inferences of the reading Text

B. The Lesson Items

Beauty and the Beast

Once upon a time there was a prince. He was god looking and very reach. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent a woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer god looking. He looked very ugly instead and all his entire servants turned into furniture.

One day an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

C. Method of Learning: GIST Strategy

D. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer ask the students to collect prior knowledge task
- d. The writer gives few question which lead the students to the topic that is going to be taught to them at that learning session

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.

- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
 - c. The writer divides students into groups.
 - d. The writer asks students to read carefully a short story Beauty and the Beast
 - e. Have students look at the first sentence of a paragraph and identify the most important or key concepts (who, what, when, where, why, and how).
 - f. Ask students to write a brief summary of the sentence (fifteen words or less).
 - g. The writer shows students the second sentence of the paragraph and then erases the first summary statement.
 - h. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
 - i. The writer gives students an evaluation.
3. Post-activity
- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
 - b. The writer makes conclusion of the lesson and closes the learning session.

E. Resources

Look Ahead 1 Book, relevant stories, LKS

F. Evaluation

1. Why the princes become a beast?
2. Who is the name of the girl in the text?
3. What happened to Belle at the end of the story?
4. What is the purpose of the text?

Key answers

1. Because The prince didn't like a old womanr and sent her away. She cast a spell over the prince and his castle.
2. Belle
3. Belle and the beast got married.
4. To amuse the readers.

Airtiris, September 2012

Mengetahui,
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LESSON PLAN OF EXPERIMENTAL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 6
Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually.
2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of reading text
2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of reading text.

Indicator

1. Identify the main idea in reading text
2. Identify the specific information from the reading text
3. Identify the new vocabulary the reading text
4. Identify the word references in the reading text
5. Identify the inferences of the reading Text

A. The Goals

1. Students are able to identify the main idea in reading text
2. Students are able to identify the specific information from the reading text
3. Students are able to Identify the new vocabulary the reading text
4. Students are able to Identify the word references in the reading text
5. Students are able to Identify the inferences of the reading Text

B. The lesson items

The Wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, "I am so powerful that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below and this will produce many more clouds."

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

C. Method of Learning: GIST Strategy

D. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer asks the students to collect prior knowledge task
- d. The writer gives few questions which lead the students to the topic that is going to be taught to them at that learning session

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- c. The writer divides students into groups..
- d. The writer asks students to read carefully a story about The Wind and the Sun

- e. Have students look at the first sentence of a paragraph and identify the most important or key concepts (for news articles they list who, what, when, where, why, and how).
- f. Ask students to write a brief summary of the sentence (fifteen words or less).
- g. The writer shows students the second sentence of the paragraph and then erases the first summary statement.
- h. Repeat this process until students have summarized the entire paragraph in fifteen words or less.
- i. The writer gives students an evaluation

3. Post-activity

- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- b. The writer makes conclusion of the lesson and closes the learning session.

E. Resources

Look Ahead 1 Book, relevant stories, LKS

F. Evaluation

1. The main idea of first paragraph is about ...
 - a. The wind is powerful that it can blow all the clouds out of the sky.
 - b. The wind and the sun argued about which of them was the strongest.
 - c. The sun and the wind went on arguing.
 - d. They saw a boy walking along the road below.
 - e. The sun came out from behind the clouds and shone on the boy.
2. Who had the idea of getting the coat off the boy's back?
 - a. The sun
 - b. The boy
 - c. the wind
 - d. the winter
 - e. The moon
3. "**it** came out from...(paragraph 4)

The underlined word refers to...

- a. The sun
- b. The star
- c. the boy
- d. the cloud
- e. The wind

Key answer : 1.B 2. C 3. A

Airtiris, September 2012

Mengetahui,
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LESSON PLAN OF CONTROL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 1
Time Allocated : 2 x 45 Minutes

Standard Competence

3. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually.
4. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

3. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text.
4. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text.

Indicator

6. Identify the main idea in reading text
7. Identify the specific information from the reading text
8. Identify the new vocabulary the reading text
9. Identify the word references in the reading text
10. Identify the inferences of the reading text

G. The Goals

6. Students are able to identify the main idea in reading text
7. Students are able to Identify the specific information from the reading text
8. Students are able to Identify the new vocabulary the reading text
9. Students are able to Identify the word references in the reading text
10. Students are able to Identify the inferences of the reading Text

H. The Lesson Items

Narrative Text

The Social Function:

A narrative is a text that is aimed to entertain, amuse, teach a lesson or moral, explain something or make a comment.

The Generic Structure:

- Orientation : introduces the participants and the setting
- Complication : a crisis or problem rises
- Resolution : the crisis or the problem is solved

The Types of Narrative Text

- Fairy Tales.
- Fable
- Legends
- Myths
- horrors

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

I. Method of Learning: Three-phase technique

J. The Steps of Activity

4. Pre-activity

- e. The writer greets the students
- f. The writer takes students' attendance list
- g. The writer selects a paragraph from a narrative.
- h. The writer ask the students to collect prior knowledge task

- i. The writer gives few question which lead the students to the topic that is going to be taught to them at that learning session
5. Whilst
- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
 - b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
 - c. The writer gives students an evaluation.
6. Post-activity
- c. The writer gives time toward students for expressing their difficulties encountered during the learning process.
 - d. The writer makes conclusion of the lesson and closes the learning session.

K. Resources

Look Ahead 1 Book, relevant stories

L. Evaluation

The Fly and the Bull

There was once a little fly that thought he was very important. On sunny morning, he flew around looking for someone to talk to. He saw a Bull grassing in the field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the Bull's head. The Bull did not bother him. He went on chewing on grass. The fly then buzzed right inside the Bull's ears. The Bull continued chewing the grass.

Now, the fly decided to land on once of the Bull's horns to make the Bull noticed him. He waited for the Bull say something, but the Bull kept quite.

The fly then shouted angrily, and "of Bull, if you find that I'm too heavy for you, let me know and I'll fly away!"

The Bull laughed and said, "Little fly, I don't care if you stay or leave. You're so tiny that your weight does not make any difference to me, so please be quite and leave me alone".

Find out:

1. Where and when did the story happen?
2. Who were involved in the story
3. What problem did the fly have?
4. How did he overcome his problem?
5. Then what happened to the bull?
6. What is the message of story?

Key answers

6. In the field and on sunny morning
7. The fly and the bull
8. the fly was too proud of himself
9. the bull ignored him
10. Don't be arrogant

Airtiris, September 2012

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LESSON PLAN OF CONTROL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 2
Time Allocated : 2 x 45 Minutes

Standard Competence

3. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
4. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

3. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text
4. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text.

Indicator

6. Identify the main idea in reading text
7. Identify the specific information from the reading text
8. Identify the new vocabulary the reading text
9. Identify the word references in the reading text
10. Identify the inferences of the reading text

A. The Goals

1. Students are able to identify the main idea in reading text
2. Students are able to Identify the specific information from the reading text
3. Students are able to Identify the new vocabulary the reading text
4. Students are able to Identify the word references in the reading text
5. Students are able to Identify the inferences of the reading text

B. The Lesson Items

The Legend of Minos, King of Crete

Once upon a time there lived a very famous king, named the King of Crete. He had a monster which was half bull and half man.

He ordered Daedalus, a craftsman from Athena to build a labyrinth in order to house the monster. When Daedalus finished his work, he wanted to leave Crete. But the king would not let him go.

Daedalus escape through the air by using wings fixed to his body with wax. He also made wings for his son, icarus and made him fly behind himself.

But the son was so glad and excited that he soon went too high as he flew nearer to the sun, it got warmer and warmer until at las the wax melted and his body fell down into the sea near Troy. The sea is now called the icarian sea.

C. Method of Learning: Three-phase technique

D. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer selects a paragraph from a narrative.
- d. The writer ask the students to collect prior knowledge task
- e. The writer gives few question which lead the students to the topic that is going to be taught to them at that learning session

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- c. The writer gives students an evaluation

3. Post-activity

- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- b. The writer makes conclusion of the lesson and closes the learning session.

E. Evaluation

Look Ahead 1 Book, relevant stories, LKS

B. Evaluation

6. Who was daedalus?
7. What happened to him?
8. How did daedalus escape from the king?
9. Who was Icarus? What happened to him?
10. Do you like the story? Why?

Key answers

6. A craftsman from Athens
7. He was ordered to build a labyrinth in order to house the monster
8. Daedalus escaped through the air by using wings fixed to his body with wax.
9. His son. He flew too high. As he flew nearer to the sun, the wax got melted
10. Yes. It's funny

Mengetahui,
Guru Mata Pelajaran

Airtiris, September 2012

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Kepala SMAN 1 Kampar

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LESSON PLAN OF CONTROL GROUP

School	: SMAN 1 Kampar
Subject	: English
Class/ Semester	: X/1
Meeting	: 3 & 4
Time Allocated	: 2 x 45 Minutes

Standard Competence

3. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
4. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

3. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text
4. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text.

Indicator

6. Identify the main idea in reading text
7. Identify the specific information from the reading text
8. Identify the new vocabulary the reading text
9. Identify the word references in the reading text
10. Identify the inferences of the reading text

G. The Goals

6. Students are able to identify the main idea in reading text
7. Students are able to Identify the specific information from the reading text
8. Students are able to Identify the new vocabulary the reading text
9. Students are able to Identify the word references in the reading text
10. Students are able to Identify the inferences of the reading text

H. The Lesson Items

Snow White

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king remarried. This new queen was wicked and hated Snow White. The queen gave orders that Snow White be treated as a servant.

Snow White grew to be a very beautiful girl. One day a prince who was riding by saw her at work and immediately fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" And the mirror always answered, "You are the fairest one of all".

One day the mirror answered that Snow White was the fairest in the land. In a rage the queen gave orders to one of her huntsmen to take Snow White into the woods and kill her. But the huntsman had a kind heart and couldn't carry out the order. So he told Snow White to run away.

Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day at work in the diamond mine. They invited Snow White to share their supper. Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.

She fled to the dungeon beneath the castle and took an apple and slowly dipped it into another potion. "One bite of this poisoned apple and Snow White will close her eyes forever!" she cackled.

The old woman appeared at Snow White's window. "Hello, dear," she said. "Taste one of my delicious apples. It's apple pies that make men folk's mouths water. Pies made from apples like these." Then she held the poisoned apple out to Snow White.

The seven dwarfs raced to the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.

Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever after.

I. Method of Learning: Three-phase technique

J. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer selects a paragraph from a narrative.
- d. The writer ask the students to collect prior knowledge task
- e. The writer gives few question which lead the students to the topic that is going to be taught to them at that learning session

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- c. The writer gives students an evaluation.

3. Post-activity

- f. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- g. The writer makes conclusion of the lesson and closes the learning session.

K. Resources

Look Ahead 1 Book, relevant stories, LKS

L. Evaluation

2. Identification generic structure of narrative text above!

- d. Orientation
- e. Complication
- f. Resolution

3. Answer the question based on the text

- a. Who is the name of the girl in the text?
- b. Did she live with her mother?
- c. Whom did Snow White live with after run away from her stepmother?
- d. What happened to Snow White after bite a poisoned apple?

e. What is the purpose of the text?

Key answers

- f. Snow white
- g. No, she did not
- h. The seven dwarfs
- i. Snow White lying lifeless on the floor
- j. To intertain the reader

Airtiris, September 2012

Mengetahui,
Guru Mata Pelajaran

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LESSON PLAN OF CONTROL GROUP

School : SMAN 1 Kampar
Subject : English
Class/ Semester : X/1
Meeting : 5
Time Allocated : 2 x 45 Minutes

Standard Competence

3. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
4. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

3. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text
4. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text.

Indicator

6. Identify the main idea in reading text
7. Identify the specific information from the reading text
8. Identify the new vocabulary the reading text
9. Identify the word references in the reading text
10. Identify the inferences of the reading Text

A. The Goals

6. Students are able to identify the main idea in reading text
7. Students are able to Identify the specific information from the reading text
8. Students are able to Identify the new vocabulary the reading text
9. Students are able to Identify the word references in the reading text
10. Students are able to Identify the inferences of the reading Text

B. The Lesson Items

Beauty and the Beast

Once upon a time there was a prince. He was god looking and very reach. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent a woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer god looking. He looked very ugly instead and all his entire servants turned into furniture.

One day an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

C. Method of Learning: Three-phase technique

D. The Steps of Activity

1. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer selects a paragraph from a narrative.
- d. The writer asks the students to collect prior knowledge task.
- e. The writer gives few questions which lead the students to the topic that is going to be taught to them at that learning session.

2. Whilst

- a. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- b. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.
- c. The writer gives students an evaluation.

3. Post-activity

- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- b. The writer makes conclusion of the lesson and closes the learning session.

C. Resources

Look Ahead 1 Book, relevant stories, LKS

D. Evaluation

5. Why the princes become a beast?
6. Who is the name of the girl in the text?
7. What happened to Belle at the end of the story?
8. What is the purpose of the text?

Key answers

1. Because The prince didn't like a old womanr and sent her away. She cast a spell over the prince and his castle.
2. Belle
3. Belle and the beast got married.
4. To amuse the readers.

Airtiris, September 2012

Mengetahui,
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LESSON PLAN OF CONTROL GROUP

School	: SMAN 1 Kampar
Subject	: English
Class/ Semester	: X/1
Meeting	: 6
Time Allocated	: 2 x 45 Minutes

Standard Competence

3. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually
4. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually

Basic Competence

3. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text
4. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text.

Indicator

6. Identify the main idea in reading text
7. Identify the specific information from the reading text
8. Identify the new vocabulary the reading text
9. Identify the word references in the reading text
10. Identify the inferences of the reading Text

A. The Goals

6. Students are able to identify the main idea in reading text
7. Students are able to Identify the specific information from the reading text
8. Students are able to Identify the new vocabulary the reading text
9. Students are able to Identify the word references in the reading text
10. Students are able to Identify the inferences of the reading Text

B. The Lesson Items

The Wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, "I am so powerful that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below and this will produce many more clouds."

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

C. Method of Learning: Three-phase technique

D. The Steps of Activity

4. Pre-activity

- a. The writer greets the students
- b. The writer takes students' attendance list
- c. The writer selects a paragraph from a narrative.
- d. The writer ask the students to collect prior knowledge task
- e. The writer gives few question which lead the students to the topic that is going to be taught to them at that learning session

5. Whilst

- b. The writer explains the generic structure of the text, its purpose, language features frequently appear in the text.
- c. The writer explains about the way of finding main idea, reference, and synonym of word and some detailed information from the text.

- d. The writer gives students an evaluation

6. Post-activity

- a. The writer gives time toward students for expressing their difficulties encountered during the learning process.
- b. The writer makes conclusion of the lesson and closes the learning session.

E. Resources

Look Ahead 1 Book, relevant stories, LKS

F. Evaluation

- 4. The main idea of first paragraph is about ...
 - a. The wind is powerful that it can blow all the clouds out of the sky.
 - b. The wind and the sun argued about which of them was the strongest.
 - c. The sun and the wind went on arguing.
 - d. They saw a boy walking along the road below.
 - e. The sun came out from behind the clouds and shone on the boy.
- 5. Who had the idea of getting the coat off the boy's back?
 - c. The sun c. the wind e. The moon
 - d. The boy d. the winter
- 6. "it came out from...(paragraph 4)
The underlined word refers to...
 - c. The sun c. the boy e. The wind
 - d. The star d. the cloud

Key answer :

1.B

2 C

3. A

Airtiris, September 2012

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APPENDIX 6

RESEARCH INSTRUMENT (Post-Test) READING COMPREHENSION

Respondent:

The First Year Students at SMAN 1 Kampar

Name :

Class :

Instructions:

1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 25 items and you have 90 minutes to answer them.
4. Please answer the questions based on the correct answer.

Directions:

Read the text and answer the following questions based on your own.

Read this text and answer the following questions no. 1 – 5

Little rabbits

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. George's garden because their father had an accident there.

Flopsy, Mopsy, Cotton tail were good little rabbits. But Peter was very naughty. They went down the lane to pick blackberries. But Peter runs straight away to Mr. George's garden. He ate some lettuces, France beans, and radishes. Suddenly, he met Mr. George. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

1. What is the main idea of the text is...
 - a. To inform about the four little rabbits
 - b. To describe the three little rabbits
 - c. To teach moral lesson to the reader
 - d. To amuse the reader
 - e. To tell past experiences
2. He ate some lettuces, France beans, and radishes. (paragraph two). The word "he" refers to...

a. Four little rabbit	d. Cotton tail
b. Mr. George	e. Peter
c. Mopsy	
3. What is the antonym of "naughty"?

a. Evil	d. Patient
---------	------------

- b Well
 - c Arrogant
 - e. Furious
4. Which one of the following sentences is CORRECT...?
 - a. Peter lose one of his shoes while he was running
 - b. The four little rabbit didn't have mother anymore
 - c. Peter was very pleased and rushed away as fast as he could
 - d. Their mother didn't allow them to play outside
 - e. Mr. George was very frightened and run away in the garden
 5. Why didn't mother rabbit remind them not to go to Mr. George's garden...?
 - a. They were allowed to pay outside
 - b. Peter was naughty
 - c. Their father had an accident there
 - d. He lost a pair of shoes and jacket
 - e. Peter was sick

Read this text and answer the following questions no. 6 – 10

The Stronger Man

There was once a very famous general. He was a very strong fine tall man. He was fond of saying that he would give all the money in his purse to any man who was stronger than himself.

One day, when the general was out riding with some friends, his horse stumbled and cast a shoe. There was a village just ahead, and the horse was led up to door of a blacksmith.

The blacksmith was also a fine tall man, with broad shoulders and strong arms. The general asked him to bring out one of his best horse-shoes.

The blacksmith did so. Then the general was looking at it, said "This is poor stuff. It will not stand work. Look here!" he took it in his strong hands and with one twist he broke the iron like a biscuit.

For a moment the blacksmith looked at him then he brought out another shoe, which the general treated in the same way. Then, the general said "I see it no use picking and choosing among such a trashy lot. Give me another shoe and let me go away."

The blacksmith brought another shoe and fitted it on the horse. Then the general tossed him a gold coin. The blacksmith held it up to the light and said, "This coin of yours is poor stuff, my lord. Look here!"

He took the coin between his finger and thumb and with one pinch; he cracked it in two like water. It was now the general's turn to stare. He gave the man second coin and it was broken in the same way. Then, the blacksmith said "I see it is no use picking and choosing such a trashy lot; give me another coin and we will say good bye."

The general looked at him and then burst into a laugh, "Fairly caught!" He then said "My mom, I promised all the money in my purse to anyone met stronger than me. Here it is; it is yours. Now come along with me and serve as smith in my army. You shall not repeat having met me."

And the general was as good as his word.

6. The main idea of sixth paragraph is about ...
 - a. The blacksmith was also a fine tall man
 - b. The general was out riding with some friends, his horse stumbled and cast a shoe.
 - c. He took the coin between his finger and thumb, and with one pinch, he cracked it in two like a wafer.
 - d. For a moment the blacksmith looked at him then he brought out another shoe, which the general treated in the same way.
 - e. The blacksmith brought another shoe and fitted it on the horse.

7. Who are the main participants of story?
 - a. the strong man and the blacksmith
 - b. the strong man and his horse
 - c. the horse and blacksmith
 - d. the coin and blacksmith
 - e. the coin and the horse

8. Blacksmith brought another shoe and fitted it on the horse.
 The word of underline in paragraph above refers to.....?

a. Horse	d. Shoes
b. Strong man	e. Blacksmith
c. Coin	

9. Which one is NOT TRUE based on the text?
 - a. One day, when the general was out riding with some friends, his horse stumbled and cast a shoe.
 - b. The blacksmith was also a fine fat man, with broad shoulders and strong arms.
 - c. Famous general promised that he would give all the money in this purse to any man who was stronger than himself.
 - d. Blacksmith brought another shoe and fitted it on the horse.
 - e. The blacksmith looked at him then he brought out another shoe, which the general treated in the same way.

10. What did the blacksmith do with the general's coin?
 - a. he broke the iron like a biscuit
 - b. he took it in his strong hands
 - c. he cracked it in two like a water
 - d. he bought another shoe and fitted it on the horse
 - e. he took it in his purse

Read this text and answer the following questions no. 11 –15

Fox and Goat

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said fox, "it's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a

good idea. You stand on your hind legs and put your walked forelegs against the side of the well. Then I'll climb your back from there. I'll step on your horns and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he was asked and the fox on his back and climb out of he well. Then, he coolly walked away. The goat called out loudly after him of his promise to help him out. The fox merely turned to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat fell very sad. He called out loudly. An old walking nearby heard him and put plank into well. The goat out and thanked the old man.

11. The main idea of second paragraph is about ...
 - a. How the fox helped the goat
 - b. How the fox got out of the well
 - c. The fox's idea of how to get out of the well
 - d. How both the goat and the fox got out
 - e. The goat got out of the well
12. Who are the main participants of story...?
 - a. Mouse deer and lion
 - b. Cat and mouse
 - c. A cow
 - d. The goat and the Fox
 - e. a dog
13. The synonym of word "carefully" in line 12 is.....
 - a. Sweet
 - b. Bad
 - c. Angry
 - d. well
 - e. hate
14. Why the goat went to in the well?
 - a. Because the goat was slept
 - b. Because the goat was thirsty
 - c. Because the goat was hungry
 - d. because the goat was tired
 - e. because the goat was sad
15. What is the fox said to the goat.....
 - a. I have a good idea
 - b. Good
 - c. Hello
 - c. I 've tasted in all my life
 - d. I can get out

Read this text and answer the following questions no. 16 – 20

Beauty and the Beast

Once upon a time there was a prince. He was god looking and very reach. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent a woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer god looking. He looked very ugly instead and all his entire servants turned into furniture.

One day an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay at the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

16. What is the main idea of second paragraph.....
 - a. The prince was god looking and very reach
 - b. He lived in a beautiful castle together with his staffs and servants
 - c. One rainy dark night, a woman came to his castle.
 - d. An old man named Maurice was traveling past the castle.
 - e. Belle was staying at the castle, the Beast slowly changed
17. What is the purpose of the text?
 - a. To entertain the readers
 - b. To describe something in general
 - c. To make a prediction
 - d. To tell a particular thing
 - e. To retell about past events
18. The synonym of the word "ugly" is.....
 - a. Fantastic
 - b. Bad
 - c. Beautiful
 - d. Sweet
 - e. Thin
19. Which one is NOT TRUE based on the text?
 - a. The prince lived in a beautiful castle
 - b. The prince didn't like woman and sent her away
 - c. Maurice was a belle's grandfather
 - d. Belle and beast fell in love with each other
 - e. The prince become looked very ugly instead
20. When the beast saw him,.... (in the third paragraph). The word "him" refers to.....
 - a. Maurice
 - b. Prince
 - c. Fairy
 - d. Belle
 - e. A woman

Read this text and answer the following questions no. 21 – 25

Kin Lir

King Lir lived long ago in Ireland. He had four children, two boys and two daughters, whom he loved dearly. However, their stepmother was jealous. She wove a spell that turned the children into swans.

Lir was heartbroken. His bread and hair turned white. With grief he searched for his children. One day, he saw four swans. He did not realize who they are, although they recognized him as their father.

The spell could only be broken if the mountain in the north was joined to the one in the south. This seemed impossible, but after many years all the birds flew into the air and formed an area between mountains. The swans were transformed and Lir saw his children once more. They were no longer young, but had grown old, with hair as white as their father's.

21. The main idea of first paragraph is about ...
 - a. He searched for his children.
 - b. He saw four swans
 - c. He had four children
 - d. King Lir lived long ago in Ireland
 - e. Lir was heart broken
22. Who are the characters in the story?
 - a. King Lir, the stepmother, and the swans
 - b. King Lir and his four children
 - c. King Lir and the swans
 - d. The step mother, the swans and the children
 - e. King Lir and the stepmother
23. "He had four children, two boys and girls, whom he loved dearly." (paragraph 1)
The underlined words mean that ...
 - a. the children loved the Kin lir and the stepmother
 - b. the children loved Kin lir very much
 - c. the stepmother loved the children very much
 - d. Kin lir loved the boys and the girls very much
 - e. the children loved the stepmother very much
24. The story took place
 - a. in Ireland
 - b. in the south mountain
 - c. in a land
 - d. in stepmother's home
 - e. on the north mountain
25. Stepmother wove a spell that turned the children into...

a. Duck	d. Hen
b. Swans	e. Frog
c. Dog	

APPENDIX 5

RESEARCH INSTRUMENT (Pre-test) READING COMPREHENSION

Respondent:

The First Year Students of SMAN 1 Kampar

Name :

Class :

Instructions:

1. Write down your name and class above this sheet.
2. Give the cross (X) for the answer that you choose.
3. There are 25 items and you have 90 minutes to answer them.
4. Please answer the questions based on the correct answer.

Directions:

Read the text and answer the following questions based on your own.

Read this text and answer the following questions no. 1 – 5

The Mouse Deer and the Crocodile

The mouse deer was a very tricky animal but he had many enemies. One of his enemies was a crocodile. The crocodile lived in a river near a forest.

One day, the mouse deer went to the river. It was a very hot day, and he was very thirsty and dirty. He wanted something to drink from the river and then he bathed and splashed about in the water. Suddenly the crocodile saw the mouse deer. "Hmm... a nice meal." He thought. Then, he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer's legs.

The mouse deer was startled and terrified as well. Then, he had an idea. He saw a twig floating near him. He picked it up and said, "You stupid fool! So you think you've got me. You're biting a twig-not my leg, you, stupid crocodile! Here's my leg." And with that, he showed the crocodile the twig. The crocodile could not see well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer's leg and snapped upon the twig. The mouse deer ran out of the water immediately. "Ha..Ha..ha..". he laughed. "I tricked you!"

1. The main idea of first paragraph is about ...
 - a. The mouse deer was a very tricky animal but he had many enemies.
 - b. One of his enemies was a crocodile.
 - c. The crocodile lived in a river near a forest
 - d. The mouse deer was startled and terrified as well.
 - e. The mouse had an idea.
2. What is the time signal of the text?
 - a. a few months later
 - b. once
 - c. long time ago
 - d. tomorrow
 - e. one day

3. He saw a twig floating near him. He picked it up and said, “you stupid fool! So you think you’ve got me. You’re biting a twig-not my leg, you, stupid crocodile! Here’s my leg.”

The word of underline in paragraph above in Indonesia mean...?

- | | |
|-----------|------------|
| a. Akar | d. Bunga |
| b. Pohon | e. Ranting |
| c. Batang | |
4. Which one is NOT TRUE based on the text?
- It was a very hot day
 - The mouse deer was very thirsty and dirty
 - Crocodile saw the mouse deer
 - The crocodile could see very well
 - The mouse deer was very kind
5. The mouse deer changed his leg with?
- | | |
|-----------|---------|
| a. Leave | d. Tree |
| b. Twig | e. Root |
| c. Flower | |

Read this text and answer the following questions no. 6 – 10

It was a heavy rainstorm in Kampung Serpang. Jabri and Halil had just finished their dinner together at Jabri’s house. They were sitting in the living room for coffee and conversation, hoping the rain would stop soon.

It was half past eleven at night and *downpour* was showing no sign of stopping. “Looks like you’ll have to spend the night here, Halil.” said Japri. “No way,” Halil said, “I’ve to be at work early tomorrow morning.”

A few moments later Halil got into the car, started the engine, and said good night to Jabri. Something told him that he shouldn’t have torn off the lane going up the hill, but it was the shortest way home. He knew that lane. I ran across from an old Chinese cemetery. There were no lights, no cars, no people, just Halil and his old car.

All of sudden a white shape appeared in the middle of the lane. Halil shone his beam of light in that direction. The white shape turned to Halil. He saw a pair of crimson eyes staring at him. It was a long-haired woman in a long white dress. She grinned at him. At once, Halil felt his blood freeze. His heartbeat stopped. His mouth opened but he was speechless. His eyes opened wider in terror.

Suddenly, consciousness came into his mind. He quickly reversed his car and sped away just in time.

“I think I’ll take up your offer to spend the night here after all,” Halil told Jabri as his legs trembled.

6. The main idea of first paragraph is about ...
- Hopping the rain would stop soon.
 - They were sitting in the living room
 - It was a heavy rainstorm in Kampung Serpang
 - For coffee and conversation
 - Their dinner at Jabri’s house.

7. Who was got in heavy rainstorm at Jabri's home?
 - a. Jabri
 - b. Halil and Jabri
 - c. Both of them
 - c. Jabri's wife
 - d. Halil
8. The two last lines of the paragraph fourth explain that Halil
 - a. Was scared of the white shape
 - b. was surprised to the white shape
 - c. was ill
 - d. Was shy
 - e. was in an accident
9. *Downpour* in Indonesian means ...
 - a. Petir
 - b. Hujan lebat
 - c. Kilat
 - d. Mendung
 - e. Rintik-rintik
10. Who was have to be at work early tomorrow morning?
 - a. Jabri
 - b. Halil and Jabri
 - c. Halil
 - d. Both of them
 - e. Jabri's wife

Read this text and answer the following questions no. 11 – 15

Peter Pan

Once upon a time was a beautiful place called Neverland where Peter Pan and Tinker Bell lived. Not so far from this place was the city of London where John, Wendy and Michael Darling lived. They really loved the story of Peter.

One day Peter Pann appeared and asked the children to fly to Neverland. They were excited to see the scenery and beauty of Neverland. Then they were surprised to know the existence of a cruel pirate called Captain Hook. One day Captain Hook captured Tinker Bell and forced her to show Peter Pan's place. In doing so, all peter's friends. The Darling were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank.

Suddenly, Peter Pan apperead and stopped everything. In a fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by the crocodile, and nobody cared to save him.

The darling were so happy and thankful to Peter Pan. They told Peter their intention to go home. With the sprinkle of Tinker Bell's Pixie Dust, Captain Hook's pirates ship was sailing through the skies of Neverland, heading back to the Darling's home in London.

11. What is the main idea of second paragraph?
 - a. Peter pan and tinker bell lived in Neverland
 - b. Peter pan appeared and asked the children to fly to Neverland
 - c. The darling heading back to London
 - d. Captain hook and peterpan had a fierce duel
 - e. Peter pan appeared and stopped everything

12. What was the problem faced by Peter Pan?....
 - a. The darlings left their home and flew to neverland
 - b. Peter's friends were captured by Captain
 - c. The ship flew over the sky to the city of London
 - d. Captain and Peter Pan had a fierce duel
 - e. Hook was chased away by the crocodile

13. Where was the plank that was used by Captain Hook to frighten the children?

a. In Hook's ship	d. In the City
b. In London	e. in Darlings's Home
c. In Neverland	

14. We can learn from the story that ...

a. We should respect other people	d. good and right things will won
b. Beautiful scenery is good to see	e. the cruel will be winning
c. Neverland is a place for children	

15. Suddenly, Peter Pan appeared and stopped everything.” (paragraph 2)
 The underlined word has similar meaning to

a. Chased	d. Retreated
b. Deceived	e. Halted
c. Went	

Read this text and answer the following questions no. 16 – 20

There was one a frog that lives in a small pond with a turtle. They were tired of living in the pond. One day the frog said to the turtle, “can you tell me the best placed in world?” Sorry I don't know,” . “Let's ask Mrs. Bird. She knows well where the place is”.

They went to the road, passed the wood, turned the east and went straight. And last the saw her is bush. “Good morning, Mrs. Bird” said the frog. “Can you tell me the best place in the world? I would like to live there.” “The best place?” said Mrs. Bird. “go back down the road, turn west, go pass the wood and go straight on. Then you can find the best places in the world.”

They were very pleased and went off right away. At last they came to a pond. This is our home, said the turtle. “This is the best place in the world,” said the frog.

16. What is the main idea of first paragraph?
 - a. A frog that lives in a small pond with a turtle
 - b. A turtle lives in large pond
 - c. They were very pleased and went off right away
 - d. The best place in the world
 - e. They went to the road

17. What is the purpose of the text?

d. To describe something in general	d. To tell a particular thing
e. To amuse the readers	e. To retell about past events

- f. To make a prediction
18. Who knew well the best place in the world?
- a. The Frog
 - b. The Turtle
 - c. The mouse
 - d. The Fly
 - e. The Bird
19. According to the text, the statement below is NOT TRUE, except...
- a. Mrs. Bird lived in a pond
 - b. The turtle know the best place in the world
 - c. They went back to the same pond
 - d. Frog and turtle lived in a big pond
 - e. They very sad
20. The antonym of the word “west” in line 7 is...
- a. North
 - b. West
 - c. South-east
 - d. South
 - e. East

Read this text and answer the following questions no. 21 – 25

Ali Baba

Long time ago, there lived a poor woodcutter named Ali Baba. One day, Ali Baba saw a band of thieves. They stopped in front of a huge rock and the head thief said, “Open Sesame!” the rock slowly rolled open. When the thieves left, Ali Baba went to the rock. “Open Sesame”, he said. When the rock rolled open, Ali Baba went into the cave. Ali Baba brought back some of the treasure. His family was happy to see the treasure. They become rich.

One day, Ali Baba’s wife brought a beautiful necklace. The head thief saw her. Seeing that she was a reach lady, he planned to rob her. The head thief went to Ali Baba’s house. He disguised himself as a traveler and asked Ali Baba for a place to rest. Being kind, Ali Baba invited him for dinner. While they having dinner, Ali Baba’s maid, Morgiana, heard noise behind the kitchen. The thieves had come to steal Ali Baba’s treasure. Morgiana tiptoed to the big jars. There were thieves hiding in the jars. She finally boiled hot oil and poured it into the jars to kill all of them. All the thieves died. The head thief heard his man screaming and become frightened. He ran out of Ali Baba house and was never seen again.

21. What is the main idea of second paragraph?
- a. Ali baba saw a band of thieves
 - b. Ali baba’s wife brought a beautiful neklace
 - c. Alibaba become a rich man
 - d. Ali baba went to the cave
 - e. Ali baba become rich.
22. What is the passage about?

- a. Ali Baba and a poor woodcutter
 - b. Ali Baba and a band of thieves
 - c. Ali Baba and a huge rock
 - d. Ali Baba and Morgiana
 - e. Ali baba and Alibaba's wife
23. Who poured hot oil into the jars?
- a. A poor woodcutter
 - b. Ali Baba
 - c. The head thief
 - d. Morgiana
 - e. Ali Baba's wife
24. How Ali Baba become a rich man?
- a. Ali Baba becomes a woodcutter
 - b. Ali Baba's wife is rich
 - c. Ali Baba is a best friend of the thieves
 - d. Ali Baba becomes a gardener
 - e. Ali Baba got some of treasure
25. The head thief heard his man screaming and become frightened.
The synonym of the word "screaming" is...
- a. Whisper
 - b. Frighten
 - c. Cried
 - c. Silent
 - d. Shocked

APPENDIX 8

Students' Reading Score for Experimental and Control Class

No	Students	Experimental Class	
		Pre – Test	Post – Test
1.	Student 1	56	76
2.	Student 2	72	84
3.	Student 3	64	76
4.	Student 4	60	72
5.	Student 5	68	84
6.	Student 6	68	80
7.	Student 7	76	80
8.	Student 8	56	84
9.	Student 9	64	76
10.	Student 10	68	72
11.	Student 11	60	76
12.	Student 12	64	80
13.	Student 13	64	80
14.	Student 14	56	76
15.	Student 15	76	88
16.	Student 16	64	68
17.	Student 17	72	76
18.	Student 18	60	72
19.	Student 19	72	84
20.	Student 20	60	76
21.	Student 21	68	80
22.	Student 22	72	76
23.	Student 23	56	76
25.	Student 24	68	80
25.	Student 25	80	76
26.	Students 26	68	80
27.	Students 27	52	68
28	Students 28	52	72
29	Student 29	80	88
30	Student 30	76	80
	TOTAL	1405	2025

No	Students	Control Class	
		Pre – Test	Post – Test
1.	Student 1	60	68
2.	Student 2	56	60
3.	Student 3	52	72
4.	Student 4	60	68
5.	Student 5	64	56
6.	Student 6	68	64
7.	Student 7	72	84
8.	Student 8	64	72
9.	Student 9	60	56
10.	Student 10	64	80
11.	Student 11	64	64
12.	Student 12	60	64
13.	Student 13	60	68
14.	Student 14	64	72
15.	Student 15	72	64
16.	Student 16	80	72
17.	Student 17	76	68
18.	Student 18	60	64
19.	Student 19	60	76
20.	Student 20	64	60
21.	Student 21	56	60
22.	Student 22	56	64
23.	Student 23	68	76
25.	Student 24	68	72
25.	Student 25	56	64
26.	Students 26	76	68
27.	Students 27	68	68
28	Students 28	52	72
29	Student 29	72	64
30	Student 30	68	68
	TOTAL	1920	2028

APPENDIX 7

THE KEY ANSWER OF TEST

KEY ANSWER OF POST-TEST SENIOR HIGH SCHOOL 1 KAMPAR

NO.	ANSWER	NO.	ANSWER	NO.	ANSWER
1.	A	11.	C	21.	D
2.	E	12.	D	22.	A
3.	B	13.	D	23.	D
4.	D	14.	B	24.	A
5.	C	15.	B	25.	B
6.	E	16.	C		
7.	A	17.	A		
8.	D	18.	B		
9.	B	19.	C		
10.	C	20.	A		

KEY ANSWER OF POST-TEST SENIOR HIGH SCHOOL 1 KAMPAR

NO.	ANSWER	NO.	ANSWER	NO.	ANSWER
1.	A	11.	B	21.	B
2.	D	12.	B	22.	E
3.	D	13.	A	23.	D
4.	D	14.	D	24.	E
5.	B	15.	E	25.	C
6.	C	16.	A		
7.	B	17.	E		
8.	A	18.	B		
9.	B	19.	C		
10.	C	20.	E		

